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ABSTRACT

This report is an evaluation of the Law in a Free Society Project, initiated by the State Bar of California in 1971, as it neared completion of the first year of Phase II (1971-72). It is a partial report because all of the evaluation data had not been received and analyzed at the time the report was written. The following items are discussed in the report: (1) project objectives, (2) approach for achieving project objectives, (3) evaluation, (4) conclusion. The project goal is to develop and establish educational programs which will provide students with an understanding of the law, the purposes of the law, and the problems with which the law must deal. The program provides for the development, implementation, and evaluation of instructional programs regarding law, and our legal and political systems for students in grades K-12, teachers, school administrators, and selected community groups. The project is to be accomplished in three phases over a 6-year period. Phase I (1 year) involved the initial planning of the program; Phase II, (3 years) the development of the program; and Phase III, (2 years) the implementation and dissemination of the program. Names and positions of members of the executive committee are provided. (Author/RM)

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A Final Evaluation Report

of the

Law in a Free Society Project*

a project of the
State Bar of California
in cooperation with the
Schools of Law of the University of California

and

University Extension,
University of California, Los Angeles

Phase II, Year 1, 1971-72

June 1, 1972

OEO 007502

*This is necessarily a partial report since the project year is not concluded until July 1, 1972, all of the evaluation data have not been received, and the data which have been received have been subjected to a partial analysis only because of their extensive nature.

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Introduction

Law in a Free Society is a project initiated by the State Bar of California. It is designed to develop and establish a statewide educational program devoted to the development of support for the legal and political institutions of our state and nation, providing students with an understanding of the law, the purposes of the law, and the problems with which the law must deal. It provides for the development, implementation and evaluation of instructional programs regarding law and our legal and political systems for students in grades K-12, teachers, school administrators, and selected community groups.

The project is to be accomplished in three phases over a six year period. Phase I (1 year) has involved the initial planning of the program, Phase II, (3 years) the development of the program, and Phase III, (2 years) the widespread implementation and dissemination of the program. The project is now nearing completion of the first year of Phase II (1971-72).

Part I. Project Objectives

We expect our program to produce observable changes in behavior in four groups of people. These are (1) school administrators, (2) teachers (including education and community relations consultants from law enforcement agencies and other governmental agencies), (3) students, and (4) members of the communities involved in the programs. (The term "behavior" as used above is defined to mean verifiable changes in knowledge, understanding, intellectual skills and abilities, and attitudes, as well as overt acts.)

In order to facilitate evaluation, we have listed below expected changes in individual behavior and in relationships among individuals and groups:

A. School Administrators

Increased understanding of the legal and political systems of our state and nation.

Increased ability to maintain and exercise legitimate authority.

B. Teachers

Increased understanding of the legal and political systems of our state and nation.

Increased ability to guide class discussions on relevant issues relating to our legal and political systems.

Increased ability to conduct role-playing activities in the classroom such as mock trials, legislative hearings, juvenile hearings, arbitration panels, etc.

Increased ability to maintain and exercise legitimate authority.

C. Students

Increased understanding of the legal and political systems of our state and nation.

Increased understanding of the role of a citizen in a constitutional democracy (including understanding of and commitment to exercising the rights, privileges, and responsibilities of a citizen.)

Increased understanding of democratic procedures and willingness to use them when participating in the making of decisions and the management of conflicts.

Increased understanding of the need for laws and willingness to abide by legal means for changing laws and policies.

Increased support for legitimate authority and those in positions of authority such as law enforcement officers, judicial officers, teachers, administrators, etc.

Decreased willingness to use or support extra-legal means for securing change.

In more specific terms, the instructional programs of the Law in a Free Society project are designed to help students:

1. Recognize the complexities of political and/or legal issues;

2. Recognize the value of democratic procedures;

3. Recognize the human dimension of political and legal affairs;

4. Recognize political realities;

5. Recognize and learn to deal with the gap between the ideals and realities of our political system;

6. Think in terms of workable solutions to political and legal problems;

7. Increase their feeling that they can influence political decisions through participation in democratic processes;

8. Learn to use the most effective means of influencing political decisions;

9. Discuss controversial issues openly and intelligently;

10. Appreciate the values of diversity and pluralism;

11. Recognize the values of establishing and maintaining equality of opportunity in our society;

12. Develop self-esteem;

13. Develop individual responsibility;

14. Become aware of the role (rights, responsibilities, and privileges) of cigizens of a democratic society;

15. Understand the need for legitimate authority;

16. Gain an understanding of the purpose of laws;

17. Learn criteria for evaluating laws;

18. Learn democratic procedures for creating and changing laws;

19. Learn procedures for managing conflicts over interpretation and application of laws;

20. Be able to identify the values and interests laws are designed to protect;

21. Deal with problems in context of the school environment and recognize similarities to political problems in a wider social context.

D. Community

Increased -nderstanding of the legal and political systems of our state and nation.

Increased support for legal, political, and educational institutions.

Decreased participation in juvenile delinquency and youth crime.

Part II. Approach for Achieving the Objectives

Rationale

The schools have a considerable influence on students' attitudes toward and understanding of our political and legal systems. Research indicates that the present environment of the schools may actually be aggravating the conditions of lawlessness and violence in our society due to such factors as the inadequate exercise of legitimate authority in the administrator-teacher-student relationship; a lack of fundamental knowledge on the part of all participants of the system concerning our institutions; and inadequate curriculum and ineffective teaching methods in the social sciences.

Whether one wishes to accept this critical position or not, it is apparent from a review of curriculum outlines and materials alone that the schools do not teach the content in social science courses which would help to develop an informed citizen. We must note, however, that the schools are those institutions most directly accessible to change and to the development of new resources and policies and that they have a very large potential impact in terms of the numbers of students and adults involved. We feel, therefore, that the problems of lawlessness and violence can be at least partially alleviated through the implementation of well-designed educational programs for students, teachers, administrators, and members of the community.

There are a number of projects that have been developed in the field of legal and civic education in the past few years. Considerable anecdotal evidence as well as a limited amount of research indicates that these programs have had very positive effects upon the vast majority of participants in the school systems. While these programs have promoted student participation in decision-making within the schools, they have not promoted any student usurpation of the administrations of the schools. For the most part, they have stressed developing an understanding of our constitutional system of government and aspects of law that are relevant to urban children in such areas as poverty, drug addiction, employment, police relations, discrimination, and civil rights. It has been noted in research evaluating these programs that when student and

teacher have developed a more profound understanding of democratic principles and values, their commitment to our system of government has increased.

In a number of pilot programs, observers have noted that an understanding of our legal and political systems has led teachers and administrators alike to establish a constitutional system within their schools and classrooms in which students' privileges and responsibilities have been clearly defined and rules enforced with reasonable authority. They have also noted that adults developed more respect for student dissent, were more open to persuasion, and were generally willing to allow students a reasonable voice in the making of decisions. Teachers and principals alike who have come to this position have reported an increase in respect for their authority, a genuine involvement of students in school life, and a decrease in negative behavior on the part of students. These attitudes of both students and adults are not manifested in the classroom and with respect to school matters only -- we are convinced they play an important role in community behavior as well.

Means of attaining project objectives

We are now nearing the completion of the first year of Phase II, a three year period during which the following general objectives are to be accomplished:

1) The continuation and further development of the administration of the project.

2) The development of a curriculum in legal and political education for students in grades kindergarten through twelve which will foster their attainment of the objectives listed in I-C above.

3) The development of in-service programs for teachers and other school personnel which will foster their attainment of the objectives listed in I-A and B above.

4) The development of community support of the project through the involvement of such groups as local bar and barristers' associations, law enforcement agencies, and other relevant community groups.

5) The development of an evaluation program to measure the attainment of all of the objectives of the project

6) The dissemination of information about the project to select individuals and groups outside of the experimental areas.

The following section contains a brief description of the tasks of the first year of Phase II which have been designed to foster the achievement of the above six objectives. Part III which follows immediately contains further information on the procedures used in attaining the above six objectives of this year's program and results of evaluations of the effectiveness of the means employed for the attainment of the objectives and of the means used for evaluation.

Phase II: Tasks (Completed or to be completed by the end of the project year, July 31, 1972)

A. Four meetings of the Executive Committee were held to set policy and supervise the project.

B. The Steering Committee met 8 times to supervise particulars and develop recommended policies, projects, and procedures to be presented to the Executive Committee.

C. The staff, with the assistance of consultants and members of the Executive Committee, conducted a five-day area leaders' workshop held at the Miramar Hotel in Santa Barbara in August of 1971. This workshop was attended by groups of five leaders from each of the eight areas and had the assistance of visiting consultants. Each group was typically composed of one or two educators, a representative of a local bar or barrister's association, a representative of a law enforcement agency, and a representative of a community group.

During that workshop, particpants had the opportunity to exchange ideas; hear from leading experts in the field; review curriculum materials, course outlines, and the proposed evaluation program for Phase II; and participate in planning their area programs for the following academic year, 1971-72.

D. The groups of area leaders described in "C" above met three more times during the year with the staff in order to coordinate the program, share ideas, evaluate progress, and make recommended changes.

E. Local coordinators selected, with the assistance of the headquarters staff, teachers, supervisors, administrators, and members of the community to enroll in in-service and community instructional programs. Programs involving school personnel stressed methods of instruction, the use of available materials, subject matter, and the democratization of the school environment.

F. With the assistance of the central staff, local personnel conducted five in-service courses in each of the eight areas participating in the program for school personnel and select members of the community. Instructors for these courses included teachers, visiting professors from the university and state college systems, representatives of local community groups such as bar associations, barrister's associations, and law enforcement agencies.

Each of these courses enrolled a minimum of thirty participants. Thus, the forty courses held throughout the state during the year involved 1,200 teachers, supervisors, administrators, and community members.

Each course included thirty hours of instruction and was offered through University Extension, University of California, Los Angeles. Three quarter units of professional level social science credit was given to participants who successfully completed the courses. These courses were presented to participants without charge.

G. Each teacher enrolled in the program was asked to devote a minimum of ten days of class time (or 60 hours) during the year to participating in one or more of the following experimental programs of the project:

1. The use of experimental methods and materials in the classroom which deal with developing understanding of law and our legal and political systems.

2. Pilot use of model student participation programs for decision-making in the classrooms and the school environment.

3. Evaluation of tests and audio-visual materials used in the program.

4. Participation in evaluation programs designed to measure changes in student, teacher, and administrator behavior as a result of the program.

H. The staff, with an independent consultant, organized and implemented an evaluation program to measure the achievement of the objectives of the project. (NOTE: Since this report is being submitted before the end of the project year, we have not been able to analyze all of the results of the evaluation program. They will, however, be prepared and submitted by the end of the project year, July 31, 1972.)

I. The staff will conduct a three-day meeting attended by personnel described in "C" above and leading figures in the field from the state and nation. The purpose of this meeting, to be held in August of 1972, will be to increase communication among those in the forefront of the field, discuss recent developments, share ideas, evaluate progress, and suggest directions for experimentation and change.

J. The staff has disseminated tentative results of surveys of materials to people involved in the development and publication of curriculum materials. They also communicated findings of the project through various media and representation at the Annual Convention of the National Council for the Social Studies in Denver, Colorado, a pre-convention institute and the Annual Convention of the California Council for the Social Studies in Fresno, California, and a meeting of the Special Committee on Youth Education and Citizenship at the mid-winter convention of the American Bar Association in New Orleans.

K. The staff, with the assistance of area leaders, coordinated the involvement of local bar associations, law enforcement agencies, and other community groups interested in the program.

L. Since one of the major objectives of the three-year period of Phase II of this project is to record the program in such a way that it can easily be replicated in other systems with a minimum of outside assistance and cost, the following printed materials either have been developed or are scheduled to be completed by the end of Phase II in draft form for experimental use during the second year of Phase II.

1. For Area Coordinators

a. A Handbook

This handbook contains a description of the curriculum development objectives and procedures of the project, an overview of an evaluation of printed materials in civic and legal education, and guidelines for teacher development of lesson plans on authority for grades K-12. (Subsequent guidelines for development of lesson plans on other concepts are being bound with the casebooks. See below.)

b. A Policy Manual

This manual contains policies which area coordinators are to follow in administering the programs in their districts and suggestions for planning and conducting in-service courses, organizing Local Advisory Panels, etc.

c. Units for In-Service Courses in Civic & Legal Education

This manual contains units which can be used in the in-service programs on the following concepts: authority, justice, diversity, privacy, responsibility, freedom, property and participation.

2. For educational personnel enrolled in in-service courses

a. A Handbook (see above)

b. Evaluation Criteria

This brochure lists the criteria to be used in evaluating educational materials according to the objectives of the Law in a Free Society program.

c. Casebooks including Guidelines for the Development of Lesson Plans

On Authority
Contemporary Issues on Justice
On Diversity
On Privacy
On Responsibility
On Freedom
On Property
On Participation

d. Lesson Plans

We plan to develop, with the assistance of participants in the in-service program, four plans on each of the above concepts for each grade level block: K-2, 3-4, 5-6, 7-9, and 10-12. These will be made available for participants to use in their classrooms next year.

3. For bar and barrister's associations

a. A Handbook

This handbook briefly describes the kinds of educational programs bar and barrister's associations might assist school districts in conducting, along with suggested procedures for contacting and working with school districts.

4. Evaluation (for project year 8/1/71 to 7/31/72)

a. Evaluation questionnaires and interview schedules for members of the following groups will be prepared:

1. Executive Committee

2. Local Advisory Panels

3. Local administrative and instructional staff

4. Educational personnel enrolled in in-service programs.

b. Staff will collect evaluation data from participants which has been gathered independently of the formal evaluation program of the project, e.g. anecdotal records, tests, observations of parents and administrators, etc.

Part III: Evaluation

Introduction and General Statistics

A. Administrative Organization

B. Curriculum Development

C. In-Service Programs

D. Community Support

E. Dissemination

Introduction

Evaluation Program

Initially we had intended to contract the evaluation component of our program to an independent agency. However, the funds arrived too late to enable us to gain commitment from the agencies we felt were most competent, so we have instead contracted portions of the evaluation programs to an independent consultant and added additional clerical and academic personnel to our staff on a contract basis to conduct the program.

The major part of the evaluation program this year is to be accomplished by means of (1) survey questionnaires administered to all adult participants in the project (see attached), and (2) a limited number of interviews of a sample of this group to obtain more detailed information than a questionnaire allows. Questionnaires will be administered to all people enrolled in our in-service programs, Area Coordinators, members of Local Advisory Panels and Steering Committees, and our Executive Committee. In addition, a few members of each of these groups will be interviewed.

A limited amount of information will be gathered from participating school districts on changes in elementary and secondary students' behaviors as measured by the above-mentioned questionnaires and interviews. This is somewhat premature and not a major part of the evaluation program this year, however, because we are in the early stages of development and trial use of our curriculum, and not enough of it is being used in classrooms to make an extensive evaluation of this (ultimately most important) component of our program practical at this time. We are planning the development of this part of our program for more detailed and extensive evaluation next year. This will be a particularly significant step because at this time there are no effective programs for measuring changes in elementary and secondary students' behavior in this field.

In addition to the above formal program, the staff is collecting evaluation data from participants independent of the formal evaluation program of the project, e.g., anecdotal records, tests, observations of parents, administrators and teachers, etc.

This partial evaluation report is being submitted with our proposal for refunding. The complete evaluation report for this year's program will not be available until the end of the project year, July 31, 1972.

General Statistics

Geographic Areas	8
School Districts	50 (approx)
Teachers, Administrators, and community members enrolled in from 30 to 60 hours of in-service training	1,200
Estimated number of students of the above	93,000+ (approx)

Administrative and Academic Personnel

Executive Committee	19
Central Project Staff	18
Local Advisory Panels	124
Area Coordinators	10

A. Administrative Organization

1. Objectives and procedures

a. Objective:

The continuation and development of the administrative organization of the project and improvement of its effectiveness.

b. Procedures: Administrative Organization

The administrative organization of the project is portrayed on the chart below. The Executive Committee, which meets quarterly, includes members from the fields of law, law enforcement, education, and political science. It is appointed by the Board of Bar Governors of the State Bar of California. A five member Steering Committee composed of members of the Executive Committee meets more frequently to guide the project staff.

As indicated on the chart, school districts in eight areas of the state are participating in the experimental programs of Phase II. A number of considerations were taken into account in choosing systems to participate during Phase II. We looked for qualified leaders who could take part in our experimental program, administrators who would support the project, and local bar and barristers' associations as well as law enforcement groups which would cooperate. We also gave consideration to the presence of people experienced in similar projects conducted throughout the state under the auspices of the State Board of Education's former Advisory Committee on Teaching About the Bill of Rights and/or projects of the Committee on Civic Education at UCLA, whose Executive Director, Charles N. Quigley, now serves as Executive Director of the Law in a Free Society project.

The common element in all the districts participating in this year's program is the commitment of individuals and district administrators and the expertise of local leaders. In some instances, the existence of skilled personnel at the local level and the interest of bar and barristers' associations have led us to choose school systems which have not been part of former programs. Thus, among those involved we have leaders in

districts with as much as eight years experience, and some whose involvement in this project marks their first experience with intensive programs in civic and legal education.

Other considerations which guided our choice of areas were the potential establishment of centers in the major populated areas of California which could be used for the dissemination of the program throughout the state once Phase II has been completed, the inclusion of systems with a wide range of ethnic and and socio-economic characteristics, and the inclusion of both urban and suburban school systems. So far, we have not involved school systems in rural areas, but we plan to do so either in the latter part of Phase II or in Phase III.

A look at the following chart provides an overview of the organization of the in-service programs for 1971-72. The involvement of hundreds of school personnel in a wide range of systems and types of classrooms provides us with an excellent opportunity to field-test the materials being developed by our staff and to draw upon the experience of people in the field for suggestions and criticisms of the means by which we are seeking to achieve our objectives.

2. Means of evaluation of procedures and results

a. Periodic meetings of the project staff to review progress and meetings of the project staff with:

1) the Steering Committee;
2) the Executive Committee;
3) consultants;
4) Local Advisory Panels;
5) Area coordinators and their staffs;
6) Teachers and administrators enrolled in the programs.

b. Periodic visits by members of the project staff to areas and schools to observe the programs in action.

c. Survey questionnaires administered to: (see Form A-D in appendix)

1) members of the Executive and Steering Committees;
2) members of Local Advisory Panels;
3) Area coordinators and their staffs;

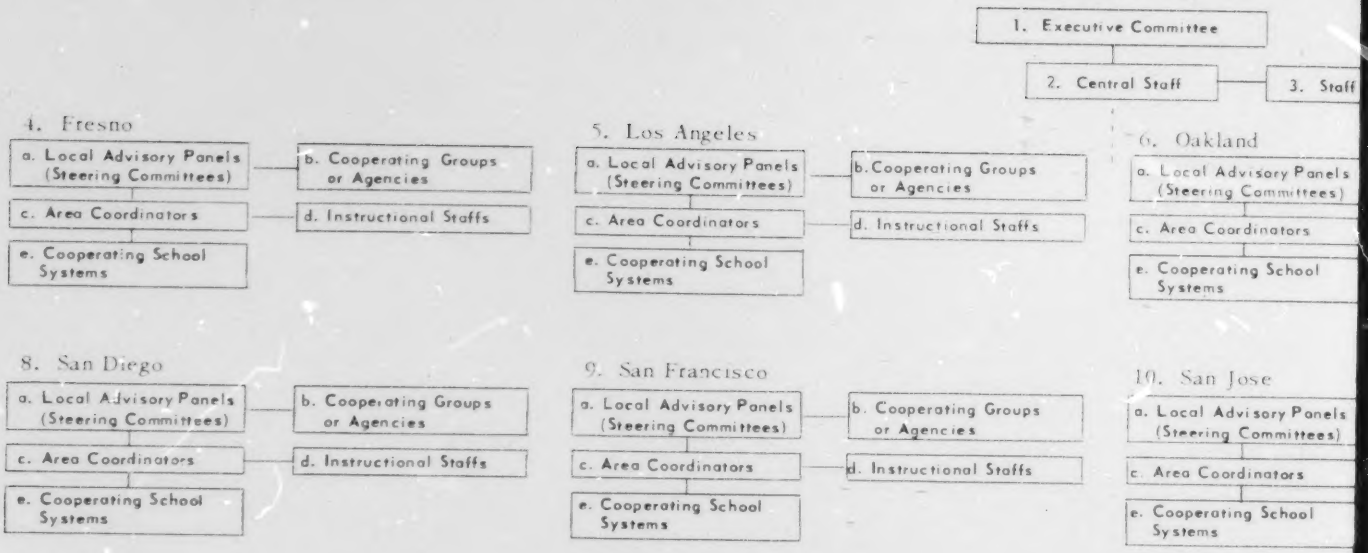
d. Interviews of a sample from each of the groups in 'c' above. (See Form E in appendix)

e. Miscellaneous

II. CHARTS

A. PROJECT ORGANIZATION

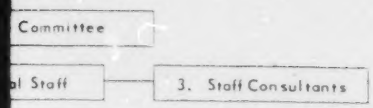
Phase II (1971–72)

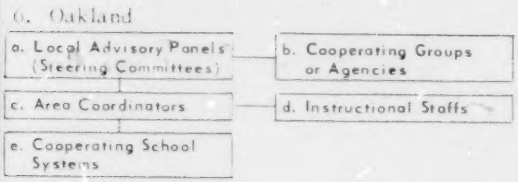


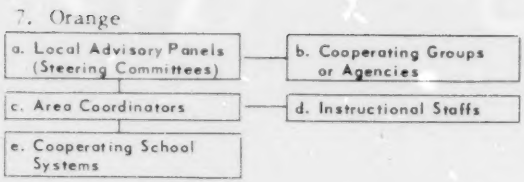
ARTS

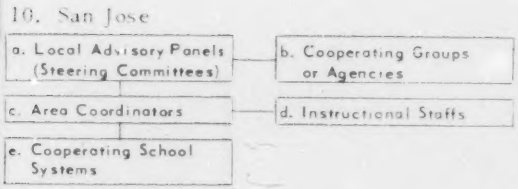
RGANIZATION

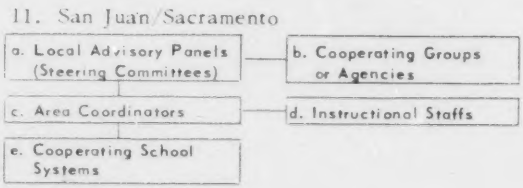
1971-72)








10. San Jose
a. Local Advisory Panels (Steering Committees)
b. Cooperating Groups or Agencies
c. Area Coordinators
d. Instructional Staffs
e. Cooperating School Systems


11. San Juan/Sacramento
a. Local Advisory Panels (Steering Committees)
b. Cooperating Groups or Agencies
c. Area Coordinators
d. Instructional Staffs
e. Cooperating School Systems

Summer '71

1. Planning Workshop

Fall '71

a. Fresno

Elementary Teachers	Secondary Teachers	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

b. Los Angeles Long Beach

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

c. Oakland

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

d. Orange

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

e. San Diego

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

f. San Fran

Elementary	Secondary	Community members
25-100	25-1	

750-3000 students; 3125-12,500 stude

Spring '72

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

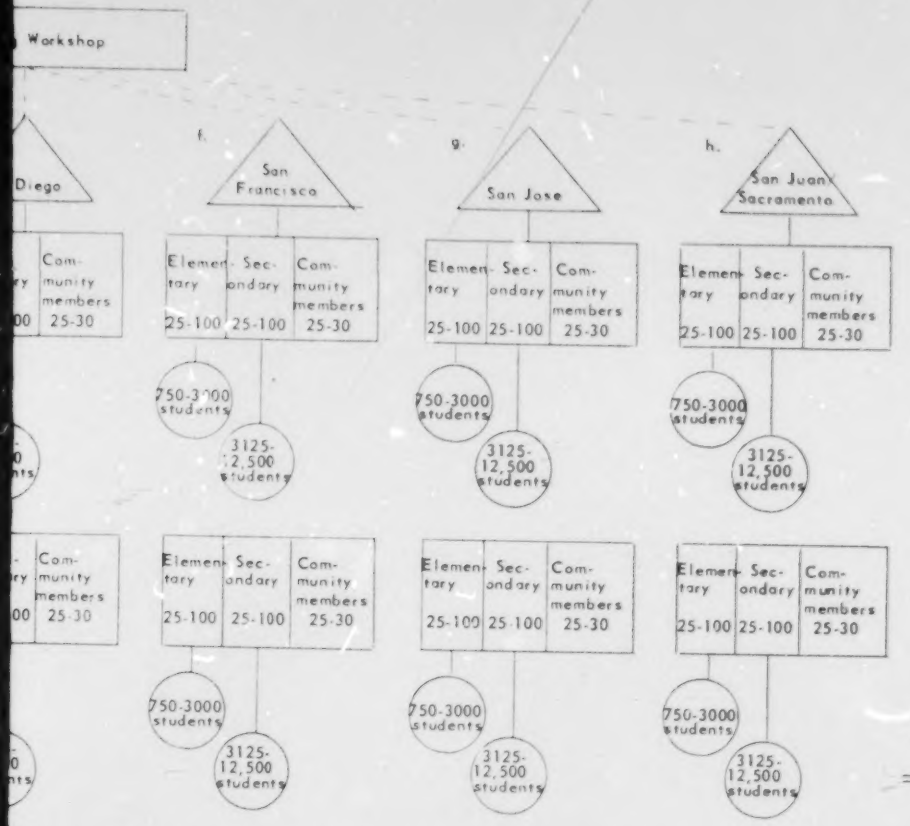
Elementary	Secondary	Community members
25-100	25-100	25-30

750-3000 students; 3125-12,500 students

Elementary	Secondary	Community members
25-100	25-1	

750-3000 students; 3125-12,500 stude

Note: The number of students receiving instruction by teachers trained in these co
For example, in many cases new teachers will be enrolled each semester. If an ele
in Fall, 1971, he will reach an average of 30 students each semester. A secondary
each semester. Teachers who succeed these will reach the same average number o
Thus one position in the in-service program will reach 3 semesters of elementary st
semesters of secondary students (375 students). If each course enrolls a minimum
averaged 40) and enrollment is changed each semester, 93,000 students will be rea



TOTALS	
40	LEADERS
400 – 1,600	TEACHERS
6,000–24,000	ELEMENTARY STUDENTS
25,000–100,000	SECONDARY STUDENTS
400 - 1600	TEACHERS
6,000–24,000	ELEMENTARY STUDENTS
25,000–100,000	SECONDARY STUDENTS
40	LEADERS
800–3200	TEACHERS
62,000–248,000	STUDENTS

chers trained in these courses increases geometrically.
each semester. If an elementary teacher takes the course
semester. A secondary teacher will average 125 students
same average number of students in the 2nd semester.
mesters of elementary students (90 students) and three
urse enrolls a minimum of 25 teachers (past courses have
000 students will be reached by June 30, 1972.

3. Evaluation Results

Introduction:

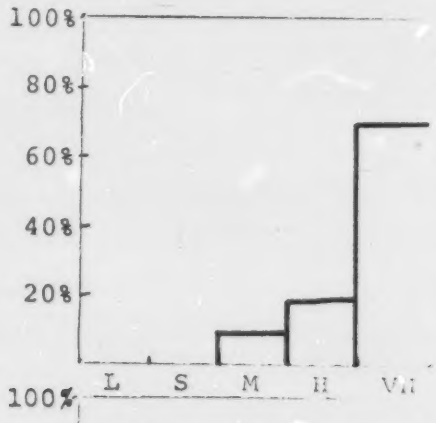
Results of the means of evaluation listed above as 2a,b, and d are not included in this report. The results of the continual meetings and staff visits to districts (2a&b) have been noted in minutes of meetings and staff reports used in modifying administrative procedures as it proved necessary. The results of interviews of samples of each of the groups are not included since the interviews are not scheduled to be conducted until the survey is completed, probably during the end of June and during the month of July. Therefore, the following evaluation information is based solely upon the results of partial returns of the survey questionnaires.

a. Results of Survey Questionnaires[1]

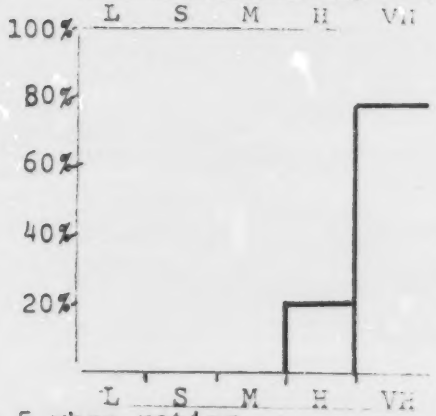
1) Executive and Steering Committees' perceptions of project administration. (Based upon incomplete returns of 11 of a total of 19 members.)

a) Overall impression of the project staff:

(1) Knowledge in necessary fields

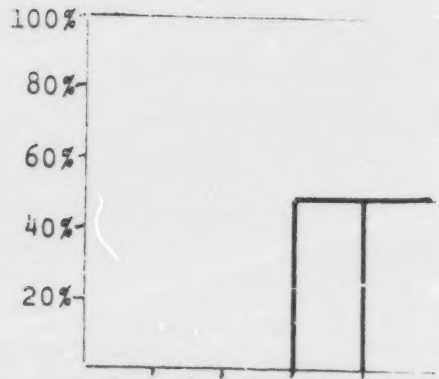


(2) Ability to Communicate

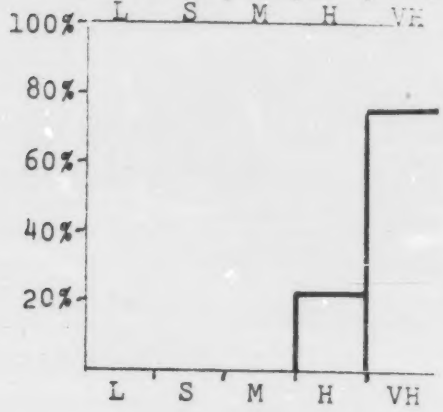


[1] Responcents were asked to use a scale of 1 to 5 when rating items, and to add comments in spaces provided. 1 = very little, 2 = some, 3 = moderate, 4 = high, 5 = very high.

(3) Administrative Skills



(4) Overall competance



(5) Major strengths of staff

Comments:

Hard working; quick ability to learn; good communication; openness to all kinds of suggestions; reliability; general fund of knowledge very broad; sense of humor./Knowledge of the educational field and ability to work with teachers; excellent grasp of most of basic principles of law in society./Complete dedication to the program.

(6) Major weaknesses of staff

Comments:

Difficulty, probably because of other priorities, in utilizing or conceiving of the utilization of, the attorneys; public relations./ Tendency not to find as many materials for the lower grades as might be desirable.

(7) Recommendations

Comments:

Continued use of law students; use of political science students; members of the clergy could add an interesting overview; PTA or other parental group representation.

b) Major functions of the Executive Committee

Comments:

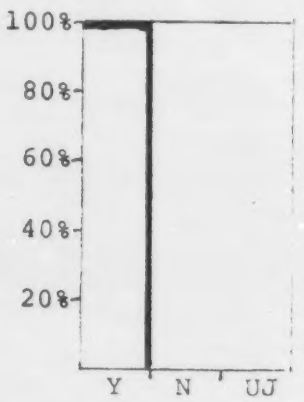
Supervisory and promotional./Over-all advisory, endorsing and pushing good ideas at regional and local levels; support!/Give counsel, set policy, add ideas./Serve as critical catalyst for those too close to the project./Establish policy./Evaluation of materials for clarity, thoroughness and relevancy; members should try to suggest other materials that can be used; members should publicize the project to business associates, friends, etc. Members should get progress reports on the project and help direct that progress; it would also be useful for members to see an in-service course in action and then evaluate its effect (e.g.,attend a mock trial like the one depicted in the film shown at the last Executive Committee meeting./To review the program to insure that both the aims of the program and its practical implementation are being achieved./Establishing policy guidelines; provides broad base of expertise which should inspire confidence in the sponsors of the program and to the beneficiaries of the program as well.

c) Perceptions of the degree to which the Executive Committee fulfills these functions.

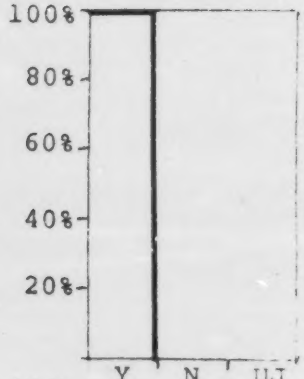
Comments:

Generally most able in positive critical sense./ So far, so good./Adequately but could be more constructive and knowledgeable./I assume that the Steering Committee more closely fulfills these functions.

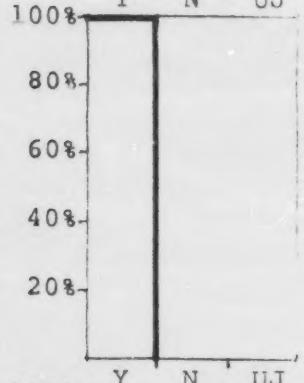
d) Does the staff keep Executive Committee members adequately informed?



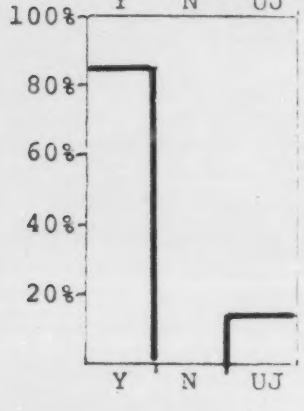
e) Does the staff give due consideration to suggestions of the Executive Committee in the operation of the project?



f) Is the number of Executive Committee meetings adequate?



g) Is the number of Steering Committee meetings adequate?



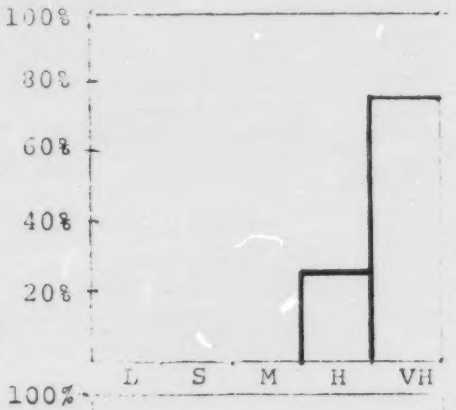
2) Area Coordinators perceptions of project administration. (Based upon 10 returns from a total of 10 coordinators.)

a) Overall impression of central staff (ranked 1-5, 5=highest)

(1) Knowledge in necessary fields

Comments:

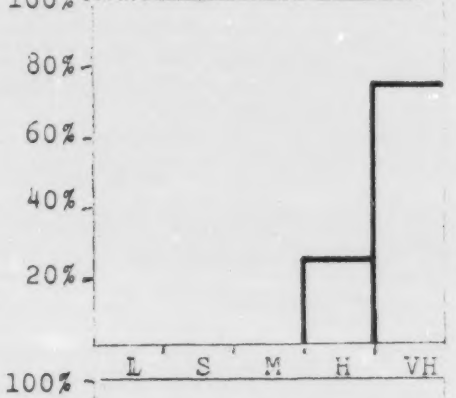
Well informed on current theory and knowledge./Problem is getting that knowledge into form usable by teachers.



(2) Ability to communicate

Comments:

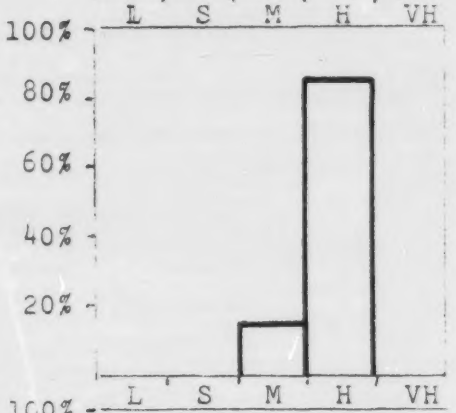
Open to suggestions; sincere interest in participating area coordinators./Easy to talk to, very understanding, not defensive.



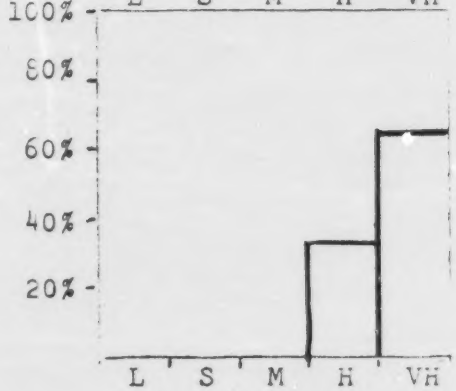
(3) Administrative Skills

Comments:

With hindsight of course, we all could see possible improvement -- i.e. clarifying "lesson plan" requirement earlier and function of handbooks./Overall direction and intent could sometimes be more clear.



(4) Overall competence



b) Strengths of the Central Staff

Comments:

Cooperation./Ability to communicate an understanding of the relationship between legal issues and over-riding concepts; desire to clarify reality and to get people to deal with this reality; another strength is the local control given in the program./Willingness to assist on all problems encountered -- small and large./Decentralization of responsibility./Flexibility, allowing individuals freedom of choice and options./Good people, easy to work with, willing to help, very supportive and understanding./1. its method of planning programs; 2. its willing, patient, helpfulness to the areas in administering them./Concern for success of project -- immediate response to request for help.

c) Weaknesses of the Central Staff

Comments:

Some ambivalence about direction project should go -- understandable, of course, because it's new -- need more clarity about future goals./The preparation of handbooks, casebooks, etc., should somehow be completed before area programs begin./The staff is too bogged down in paper work; I don't feel I get enough help in setting up the course and evaluating it./Last minute planning -- should allow more time and notice before calling meeting./None./ Possibly too many irons in the fire...The project is too complex...Would like to see greater attendance at local meetings by more members of the Central Staff./Unfulfilled promises in proposed published material./Ability to get materials into form usable by teachers./ Some of the other projects I visited were too top heavy with educators -- not enough bar, law enforcement, political scientists.

d) Recommendations for future staffing

Comments:

One full-time person to assist in-service at the local level (with the Area Coordinators)./ Methods specialist./Typing pool to finish rough drafts sent in by area coordinator (not too important)/Hire me./Get out of the office more --

greater communications with the people in the area./The central staff should be kept large enough to provide the service it gave before 1971-72 in securing programs from out-of-town./ Need more assistance for elementary teachers -- especially in primary grades.

e) Area Coordinators perceptions of the value and function of the Local Advisory Panels and their effectiveness.

Comments:

Advice -- Participation in programs themselves! -- evaluation -- frequent consultations of wide range of interests from law enforcement or judges to bar to educators to community./ Should supply legal advice and instruction and legal programs and materials when needed; the steering committee should plan and assist in administering the program./Panel should provide support, resources, and reviewing of materials; Steering Committee should work and plan directly with the course./Provide resource speakers, foster community course./Local arrangements and resources planning./Assistance, support, suggestions re. specific program offerings...active personal involvement./Provide personnel and resources for in-service courses; extend community involvement, its knowledge about the project./Provide assistance in planning course direction and securing qualified resource speakers./Advise and review materials and progress of course -- provide resources for course activities.

f) Estimated degree to which Local Advisory Panels have fulfilled functions.

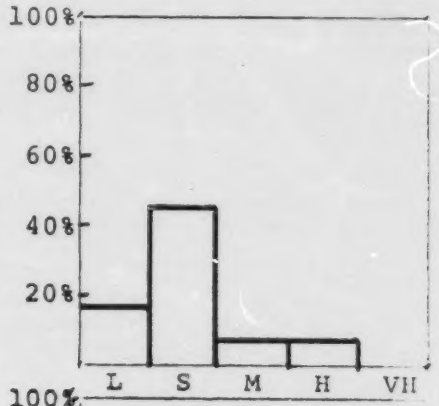
Comments:

Very well./Very helpful./Progressively better than the first part./Satisfactory./ Prior to February -- nil, since February -- outstanding./Of some value to provide speakers, has not fostered community courses yet./Outstanding; we have been able to discuss divergent interests (law, police, education) and reach compromises and work together; very helpful and supportive group of people./Very helpful./Our Executive Committee (names) really were a team! -- and a fully committed one -- some other

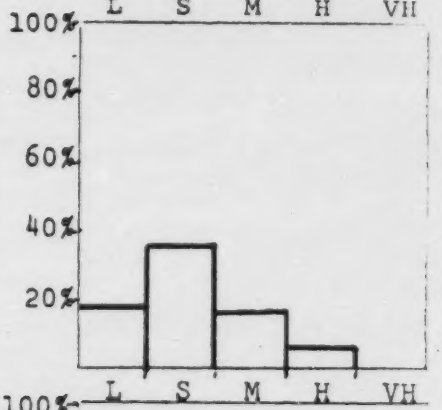
members of the advisory committee -- larger group -- were excellent and stayed with us all the way -- some people, mainly school superintendents and judges just lent their names, but the _____ County District Attorney was a superb, consistent help.

g) To what degree has the Local Advisory Panel and Steering Committee:

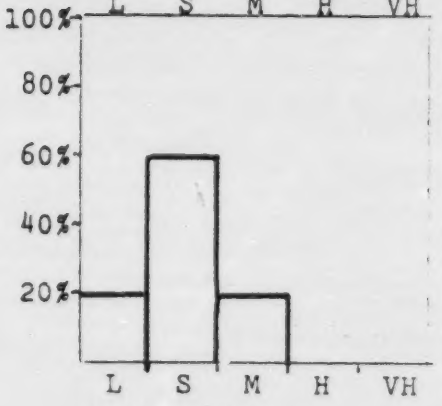
(1) Informed the community about the program



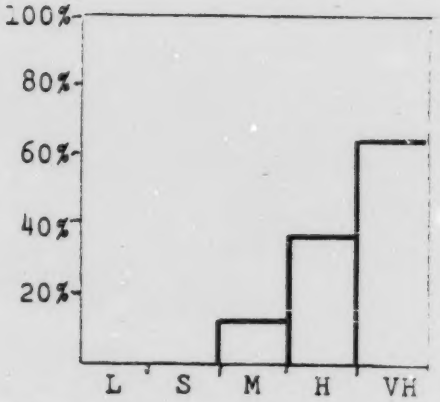
(2) Interpreted the program's aims for the community



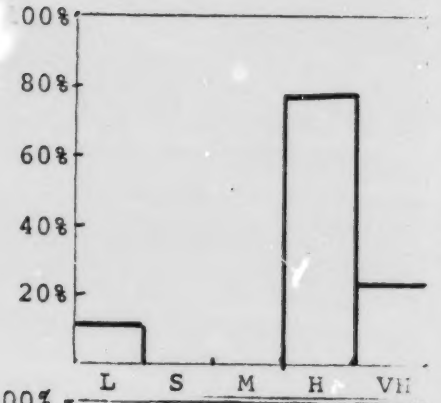
(3) Defended or otherwise helped to manage or prevent conflicts between school and community



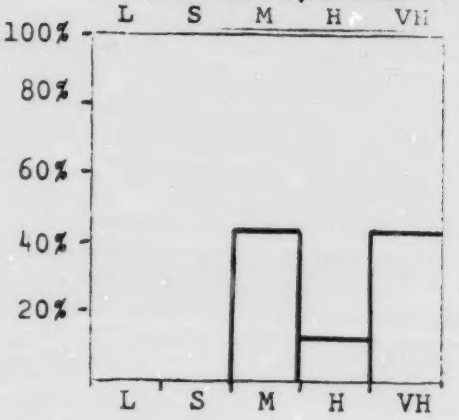
(4) Assisted in procuring resources for the courses



(5) Helped to shape the content of the courses

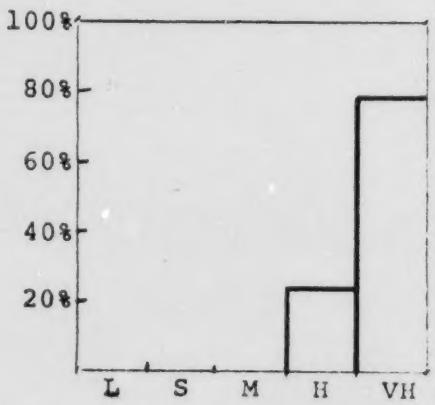


h) To what degree has there been adequate interaction between you and the panel members?



3) Local Advisory Panel members perceptions of project administration. (Based upon incomplete returns -- a sample of 15 from a total of 124 members.)

a) Agreement with general objectives of the project.



Comments:

More community awareness and involvement, if possible./ Deal more specifically with the realm of the entire criminal justice system./I would like to see more emphasis on the current and practical aspects of the program and less emphasis on the philosophical approach./ Push onward!/none.

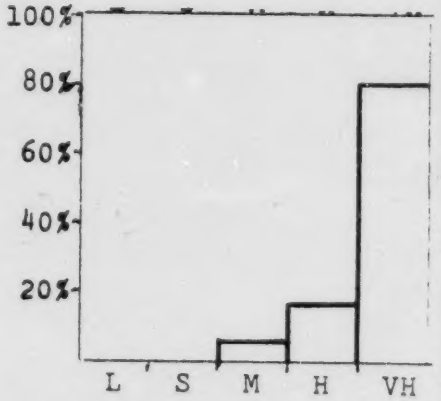
b) Adequacy of project design to meet general objectives:

Comments:

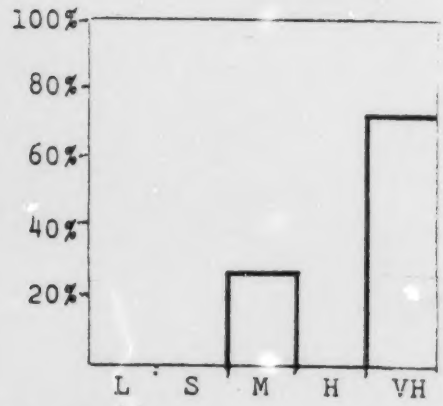
Need for better evaluation techniques and more community involvement./More community awareness and involvement, if possible./ I would like to see a child psychologist, school nurse or some knowledgeable member of the medical profession on the advisory panel./ yes.

c) Overall impressions of Area Coordinators and other local project staff.

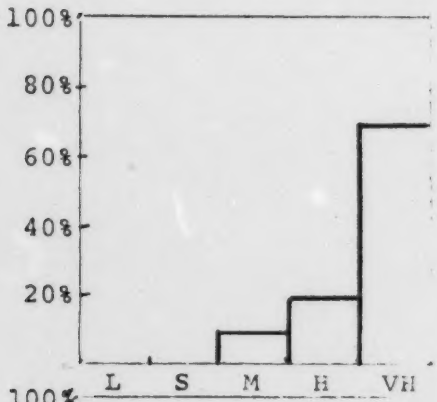
(1) Knowledge in necessary fields



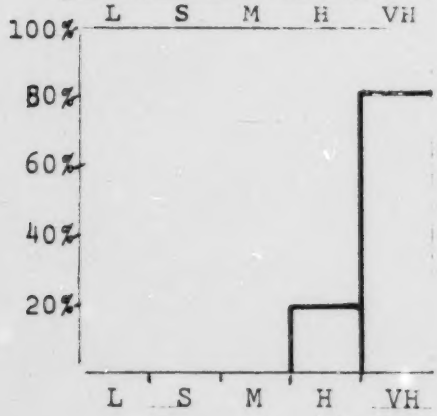
(2) Ability to communicate



(3) Administrative Skills



(4) Overall Competence



d) Strengths of local staff.

Comments:

Eagerness and desire./Dedication./ Ability to communicate with the non-professional types!/Competence in the education field./ Good communication and rapport with Bar Association and Police Department./Interest and commitment./Charles Quigley and Richard Clarke have demonstrated complete sincerity and devotion to the aims and functions of the Law in a Free Society./Educational expertise./ Overall excellence./Ability to get top men in various fields.

e) Weakness of local staff.

Comments:

Need for stronger organization./Not sufficient in number./Understaffed./none./ Insufficient funding.

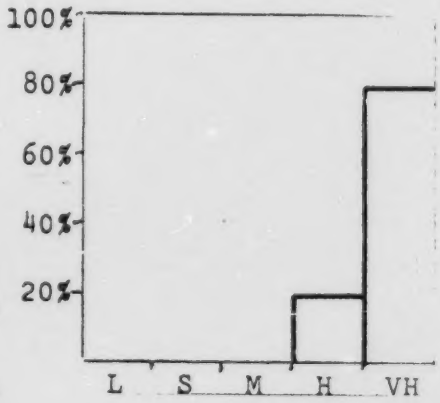
f) Recommendations for further staffing.

Comments:

Keep as is./More personnel to speed up the process from the planning stage to the operational stage./I recommend you continue with the same staff members; they seem to be extremely competent./Increased membership.

g) Overall perceptions of central staff

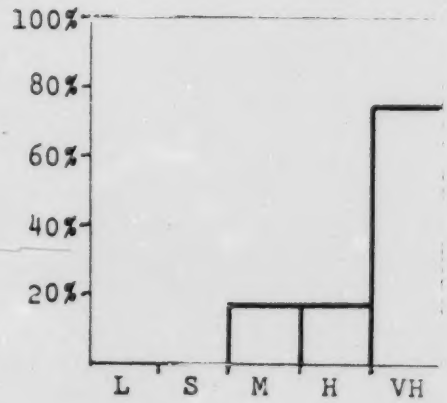
(1) Knowledge in necessary fields



Comments:

Chuck Quigley & Rick Clarke = excellent performance./I don't know the people well enough to answer./Only exposure to Central staff is Chuck Quigley, who needless to say, doesn't need any further introduction; his expertise is readily apparent to all who have become involved in the program.

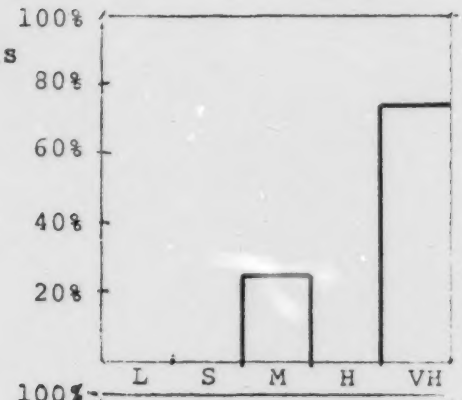
(2) Ability to communicate



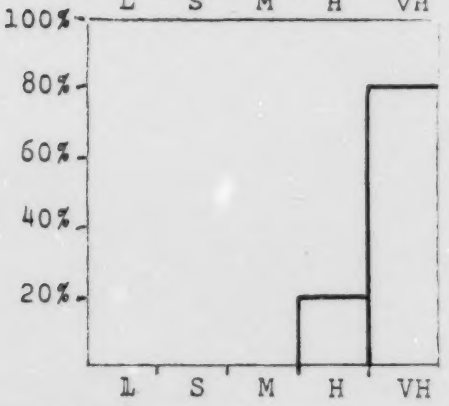
Comments:

Need more advance information.

(3) Administrative Skills



(4) Overall competence



h) Functions of Local Advisory Panels

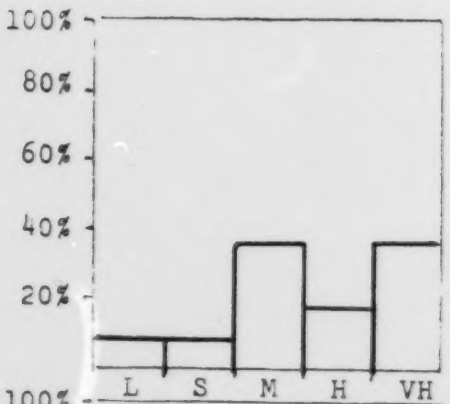
Comments:

Advisory role, plus participation as requested./Suggest areas of coverage, provide skilled resource participants./ Administration, management and public relations./Serve as reviewer of materials and speakers; participants in classroom program or refer representatives from their offices./To analyze casebooks and make suggestions re. their substance, and effect on the teaching of the subject matter./Ideas for content and methodology of courses./Planning and evaluation./ Suggest means to enlist additional participation by Bar Associations and community groups./To keep the administration from "getting so close to the forest that they can't see the trees."/Coordinate-develop- and carry out projects./Motivate and perform.

i) Degree to which panels are fulfilling their functions.

Comments:

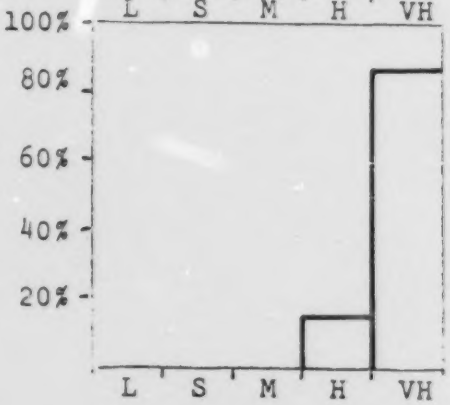
Best group inter-discipline-wise I have been associated with./ Excellent./Public relations seems to be the weakness.



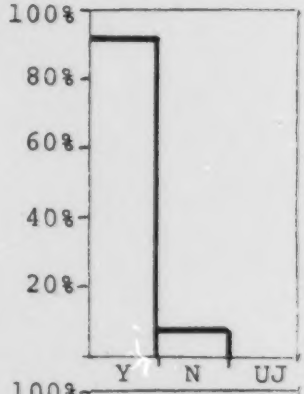
j) Degree to which Area Coordinators keep Local Advisory Panels adequately informed.

Comments:

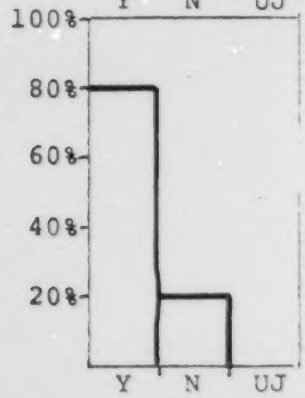
But, could be improved./It appears as though they do.



k) Degree to which Local Advisory Panel members feel Area Coordinators give due consideration to their suggestions.



l) Adequacy of number of Local Advisory Panel meetings.



B. Development of elementary and secondary curriculum

1. Objectives and procedures

a. Objectives:

The development of a curriculum in legal and political education for students in grades kindergarten through twelve which will foster their attainment of the objectives listed in I-C above.

b. Procedures: Curriculum Development Procedures

During Phase I and the first part of Phase II, the central staff developed a conceptual organization of the curriculum for students and teachers which has guided the development of further publications. The staff began this task by developing a list of general objectives for the K-12 curriculum (See I-C) and a list of concepts to be covered by the students by the end of the twelfth grade which outlines the subject matter and/or conceptual content of the proposed K-12 curriculum. The staff made tentative decisions indicating at which grade levels each concept was to be introduced and which of a number of printed educational materials available could be used at each grade level for dealing with the concept. Thus, for example, it was suggested that the concept of authority first be introduced in kindergarten. The staff reviewed most of the available texts and audio-visual materials in the field in order to identify those which could be used by teachers to deal with concepts such as authority in their classrooms.

The next step was to organize the rather lengthy list of concepts. We selected eight major concepts, those which seemed to be the most fundamental to a constitutional democracy, as the major organizational foci for curriculum development and in-service programs. Additional concepts may be added during Phase II. However, for the first year's work, we have chosen to deal with authority, privacy, justice, freedom, participation, diversity, property, and responsibility. We have subsumed a number of important related sub-concepts. Thus, when we deal with the concept of authority, we also deal with legitimacy, leadership, roles, power, decision-making, rules, etc.

We have not thought it important to spend a lot of time rationalizing the choices of these organizational concepts at this time, but have tried, as mentioned above, to include the concepts most closely connected with the fundamental values which structure a constitutional

democracy. In this, we have been guided partially by the objectives of our project as articulated in our overview and by the assistance of a number of consultants.

The task of preparing an effective K-12 curriculum is obviously a large one and beyond the capacity of our staff without assistance of large numbers of experienced teachers in the field. Therefore, this task has organized in the following manner. Our staff is developing guidelines for teacher development of lesson plans on each of the concepts at each grade level from kindergarten through twelfth grade, along with references to educational materials teachers might use in the development of lessons. These guidelines consist of statements of behavioral objectives for each lesson, references to educational materials which might be used in the development of specific lesson plans, and suggested settings within which the lesson should take place, e.g., community government.

Our procedure has been to present teachers with an in-service program designed to give them an understanding of the subject matter and methods needed to present effective lessons at their grade levels on the concepts we have chosen. After adequate instruction in these programs, teachers are asked, within the guidelines given them in our tentative curriculum, to develop and try out lesson plans in their classrooms during the year. Each teacher who attends our in-service courses has been required to submit to the area coordinator several lesson plans based upon one or more of the eight concepts we have chosen. In many cases coordinators have set aside special workshop sessions of the in-service courses for the development of these lesson plans and/or discussion of the results of their use. Area coordinators are responsible for reviewing lesson plans and sending to our staff those they find most effective. The staff is presently in the process of reviewing the lesson plans received this year and choosing those best suited for the objectives of our curriculum; these will be reproduced and distributed. Teachers whose lesson plans have been chosen will receive authorship credit.

As indicated in the description of publications above, we intend to develop, with the assistance of the participants in the in-service program, four lesson plans on each of the above concepts for each grade level bloc: K-2, 3-4, 5-6, 7-9 and 10-12. We hope this procedure will enable us to have compiled by the end of this summer, a considerable number of lesson plans tested in classrooms (to be tested again next year) and to obtain specific guidelines for lessons on each

of the eight concepts at each of the grade level blocs to provide for teachers' use next year. In addition, we will also have been able to identify those teachers with the ability and interest in developing curriculum whom we might be able to use more extensively during the forthcoming years of the project.

2. Means of Evaluation of Procedures and Results

This year teachers involved in the experimental in-service programs of the project were participating in the development of the comprehensive K-12 curriculum, which is an objective of the three year period of Phase II of the project. They were trying new methods and educational materials during their in-service classes and developing lesson plans on the subject according to the guidelines developed by the project staff. Because this year is only the first part of this developmental process, no rigorous evaluation could be made of the effects of the methods or subject matter on students' attainment of the objectives of the project other than by the perceptions of teachers and administrators resulting from their scattered experimentation. (The project staff intends to have completed a more comprehensive curriculum by the end of this summer for implementation next year, which will allow a more rigorous evaluation of changes in student behavior at that time.) However, this year's program has allowed us to gain valuable information from teachers and administrators on what has been the most useful of the educational materials being provided by the project and the usefullness and potential effectiveness of the curriculum materials being developed by the staff.

Evaluation information on the curriculum programs to date has been gathered through:

a. Periodic meetings by the project staff to review curriculum materials and meetings of the project staff with:

   1) the Steering Committee;
   2) the Executive Committee;
   3) consultants;
   4) Area Coordinators and their staffs

b. Survey questionnaires administered to:

   1) the Executive Committee;
   2) Local Advisory Panels;
   3) Area Coordinators and their staffs
   4) Participants

c. Interviews of a sample of each of the groups in 'b' above.

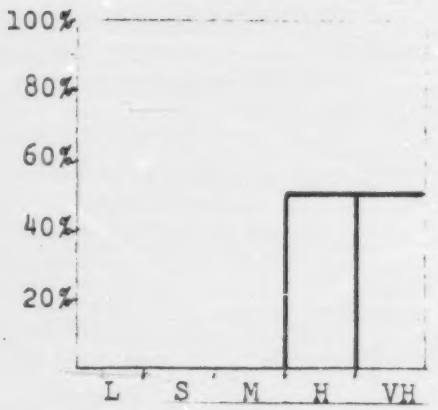
d. Miscellaneous.

3. Evaluation Results

a. Results of Survey Questionnaires

1) Executive and Steering Committee perceptions of project curriculum development.

a) Progress in the development of legal and political education curriculum.

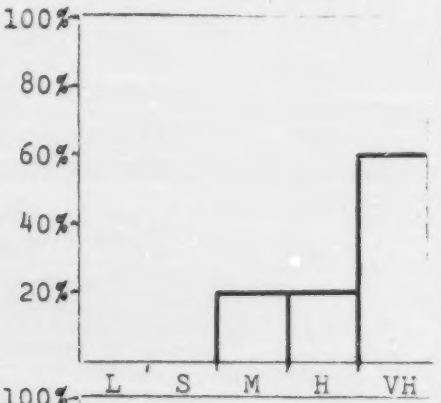


Comments:

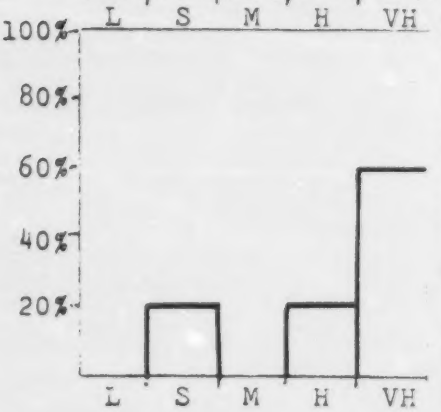
Better for high school than elementary; Need more development at the elementary level./ Excellent, so far./Not yet./ Very good./Information had more focus on secondary than elementary age group./Somewhat weak for lower grades; less complex case materials are necessary for those grades.

b) Overall quality of staff-produced curriculum materials.

(1) Guidelines for Lesson Plan Development on Authority



(2) Area-Coordinators Handbook



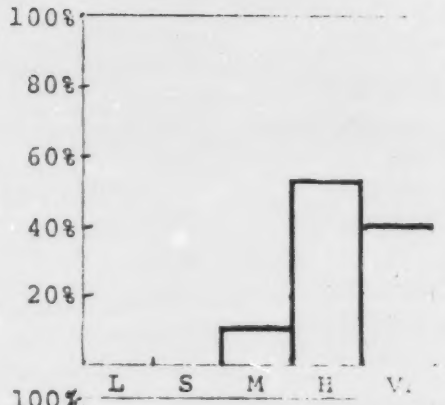
Comments:

Organization and simplicity of paragraphing makes it readable and interesting even for a non-educator.

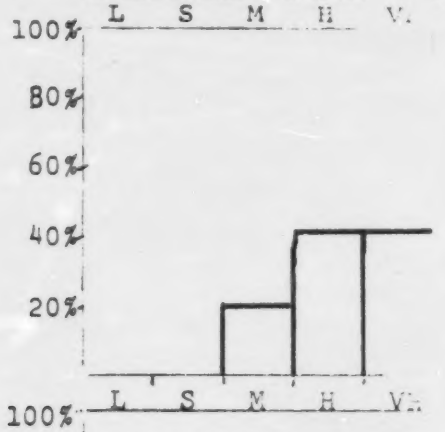
(3) Authority Casebook

Comments:

Good variety of materials but need some more materials for the younger grades.



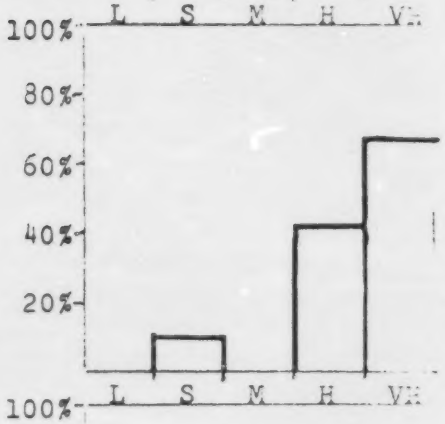
(4) Excerpt Casebook



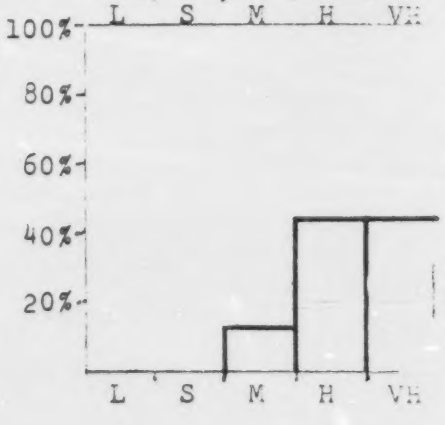
(5) Justice Casebook: Part I

Comments:

Before going into "of Educator" in the First Part (Re Fair Distribution of Benefits & Burdens), it might be useful to have an introduction that had a case or excerpt dealing with the constitutional problem of weighing benefits & burdens.



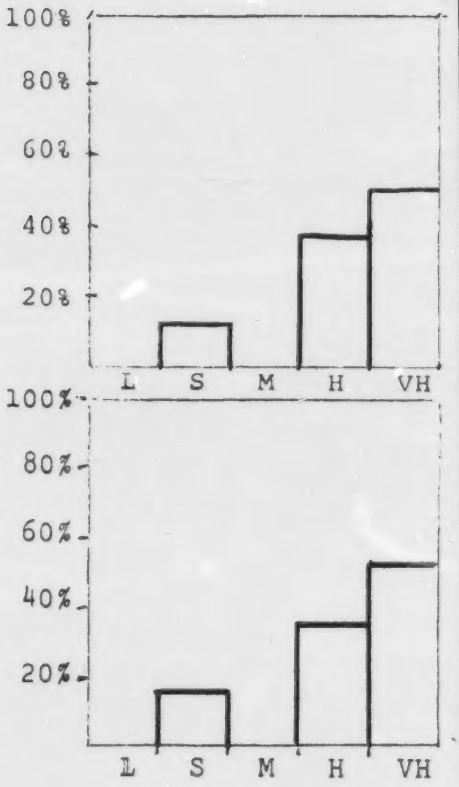
(6) Justice: Guidelines for Lesson Plans



(7) Justice Casebook: Part II

Comments:

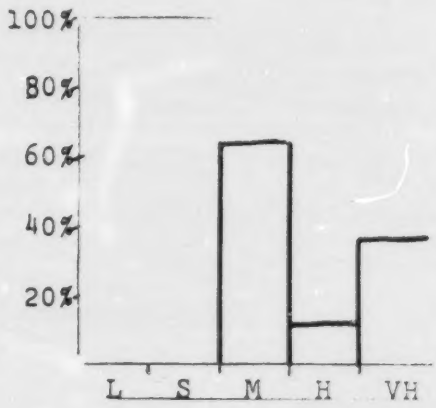
It might be helpful to have a few more selections on part D (Legislation). That was an aspect of "civics" which was grossly ignored in my own K-12 education.



(8) Bar & Barristers

2) Area Coordinators' perceptions of project curriculum development

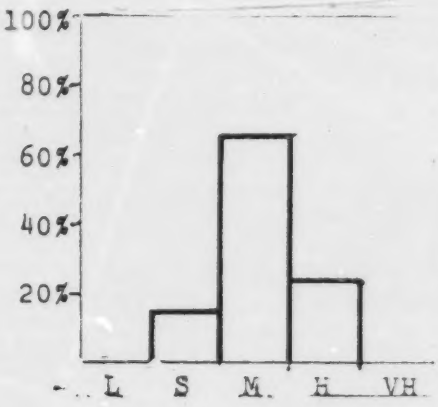
a) Overall impression of the Experimental Guide for In-Service Courses: A Handbook (Guidelines for the Development of Lesson Plans on Authority)



Comments:

Too complex/Got it too late to be really helpful/They appear to be very clear and easy to follow/Format could be improved.

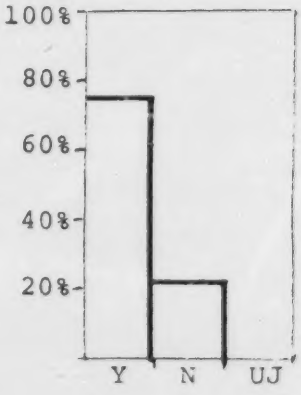
b) Authority Casebook



Comments:

No school issues/Good source material, but most teachers see little application to classroom/Too long - too philosophical - too difficult and dry for teachers/Too difficult to read - needs to be edited a little more - reaction of teachers was they had to plow through it/Excellent for senior high and some junior high teachers because they are not familiar with readings of the type included; Intermediate and primary grade teachers found it less useful/You have my comments already.

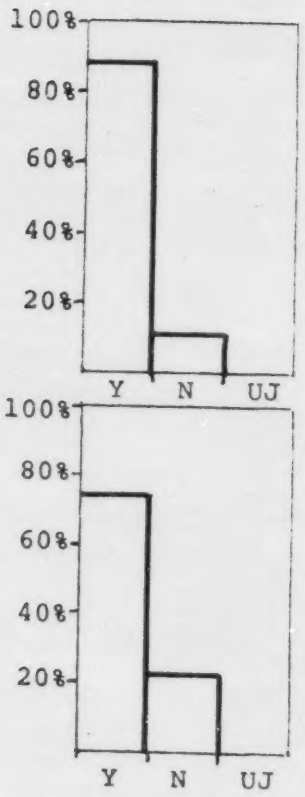
c) Area Coordinators' general estimation of whether the development of the lesson plans was useful:



Met the general program requirement:

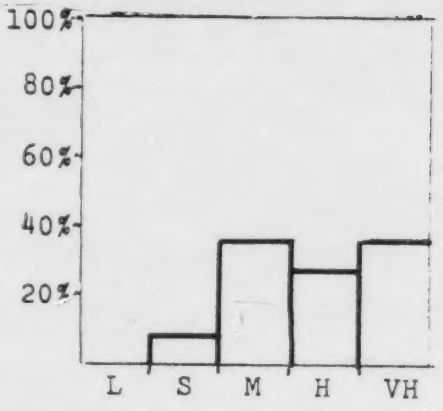
d) Area Coordinators' estimate of whether trial use of lesson plans, new methods and materials with students was useful:

Met general program requirements:



3) Local Advisory Panel Members perception of the Curriculum development phase of the project. (Based on incomplete returns - a sample of 15 from a total of 124 members)

a) Degree to which successful progress is being made in curriuclum development

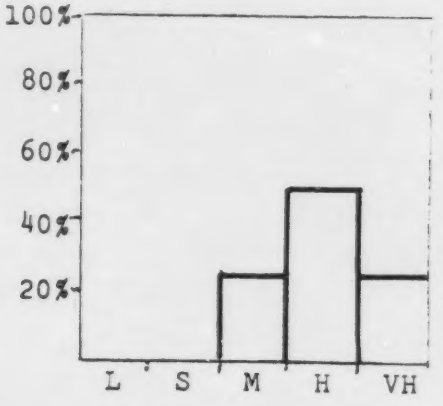


Comments:

This phase of the program is excellent because the curriculum is reviewed and put into practice on an experimental basis to work out the problems and adapt the techniques at the various grade level./ Materials appear to my "lay" eye to be well conceived and presented./ Am impressed with casebooks, and effort put into compilation./Long Beach program excellent in this respect./No involvement with management and overall supervision sufficient to evaluate./No idea of school administrators will actually use material being developed.

b) Perceptions of overall quality of project publications:

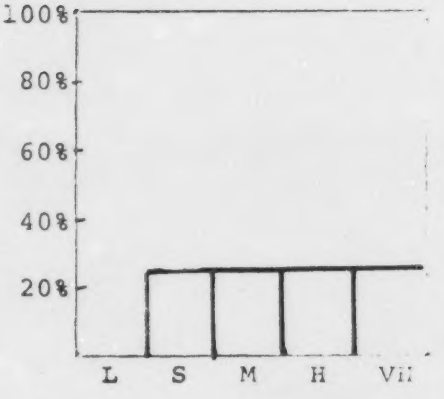
(1) Experimental Guide for In-service Courses: A Handbook



(2) Authority Casebook

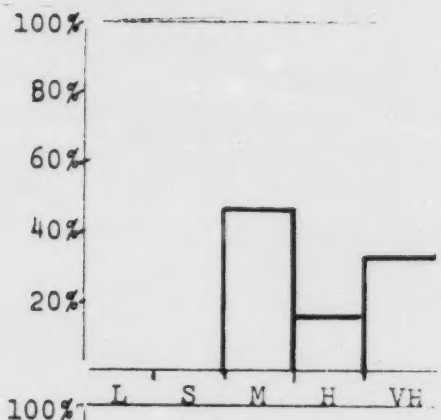
Comments:

The emphasis on the misuse of authority in undemocratic situations was too great./Revised./ Outstanding selection./Pretty well covers the field.



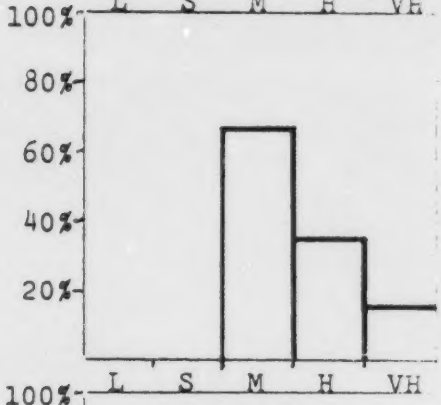
(3) Excerpt Casebook

Comments:
Revised./Outstanding./Not familiar with it.



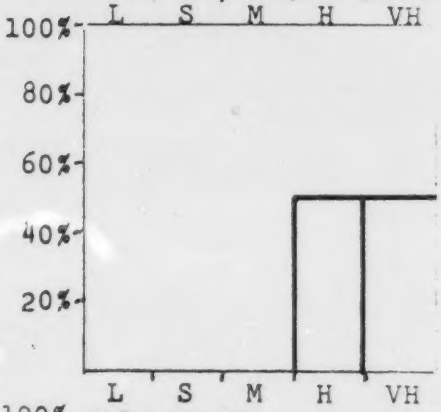
(4) Justice Casebook: Part I

Comments:
Revised./I would like to see more on consumer law.



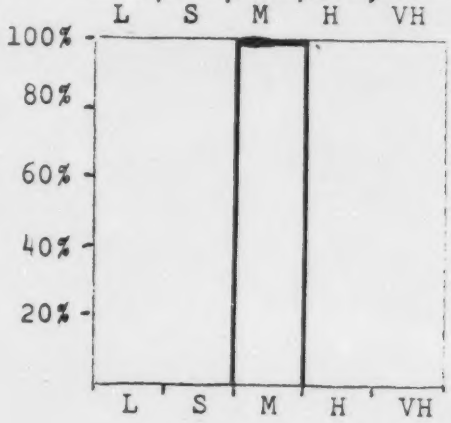
(5) Justice: Guidelines for Lesson Plans (Included in Part I)

Comments:
I have not taught the material and thus cannot evaluate the guideline./Did not receive.



(6) Justice Casebook: Part II

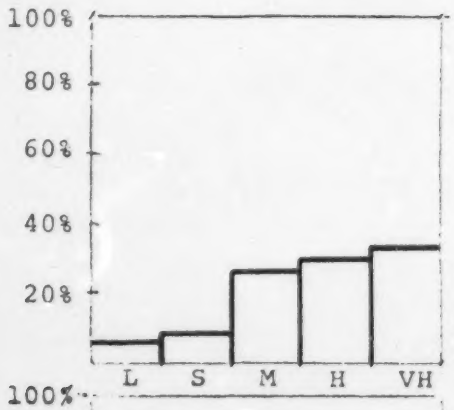
Comments:
I would like to see more on consumer law./Did not receive.



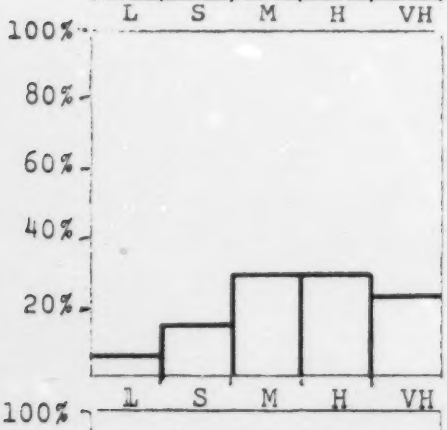
4) Perceptions of curriculum development by teachers and administrators participating in in-service programs. (Based upon a sample of 454 from a population of 1200.)

a) Rating of the usefullness of the following curriculum publications for in-service training.

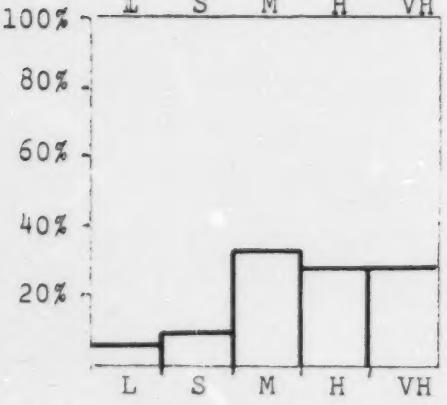
(1) Casebook: On Authority



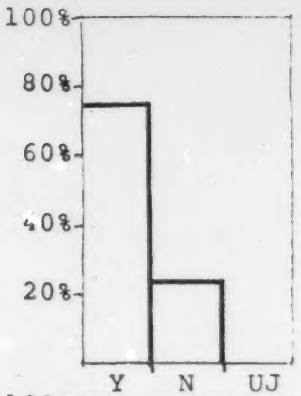
(2) Excerpt Casebook



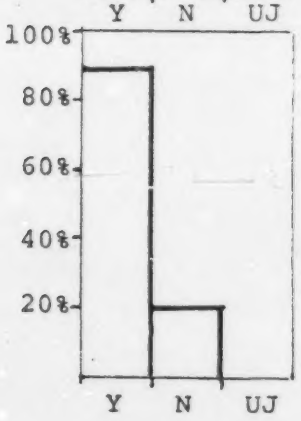
(3) Guidelines for the Development of Lesson Plans on Authority



b) Requirement of participant development of lesson plans



c) Requirement of participants trial use of lesson plans, including new materials with their students.



Y = Useful, N = not useful, UJ = unable to judge.

C. In-Service Programs for Teachers

1. Objectives and Procedures

a. Objectives:

The development of in-service programs for teachers and other school personnel which will foster their attainment of the objectives listed in I-C above.

b. Procedures: Curriculum for In-Service Training of Teachers

As indicated on the following chart,we are presently conducting in-service programs in eight areas of the state. In each of these areas we are presenting five thirty-hour courses for teachers, other school personnel, and members of relevant community groups. Thus, by the end of the 1971-72 academic year we will have conducted forty courses throughout the state, enrolling somewhere between 1,000 and 1,500 people. The same major organizing concepts which we have used in our curriculum development program are intended to form a significant focal point of these in-service programs. The number of concepts covered in a particular in-service program is decided at the local level with our consultation. For example, in one area, only four basic concepts may be covered, e.g., authority, justice, privacy, and responsibility.

Casebooks, as described above, for teacher use on each of the eight concepts are being developed for teachers attending these courses. The Casebook on Authority was developed and distributed in the first part of this year. Anticipating the time needed to complete other casebooks, we developed an "Excerpt Casebook," which contains selections on the other concepts, to be used in the in-service program pending staff completion of additional casebooks. We anticipate having the eight casebooks completed and revised as a result of experience and consultant criticism for use in the programs next year. These casebooks are not for elementary and secondary students' use, but are solely for use in the in-service programs for teachers and other school personnel.

Each casebook begins with a general introduction tying the contents of the casebook to the general objectives of the project and the curriculum for elementary and secondary students. The casebooks are used to provide background

information for teachers in the in-service courses as well as to provide stimuli for the development of lesson plans for courses in kindergarten through twelfth grade. Materials for the casebooks have been taken from judicial decisions, legislative debates, literature, scholarly and popular articles and treatises, and original materials produced by the staff.

A review of our in-service programs this year would indicate that in most cases they are taking too narrow and "legalistic" an approach, apparently dealing with law and placing an emphasis on the courts in such a way that fundamental questions of values of various institutional means of conflict management and of processes of decision-making are not adequately treated. This is to some degree a result of the experience of many of the area leaders who had taken part over the past several years in programs which were generated by the former Advisory Panel on Teaching About the Bill of Rights to the State Board of Education. These programs, stemming from the activities of that panel, were among the most successful and widespread in this field in the country. However, they generally focused upon questions of constitutional law and the role of the courts. Thus, our present leaders, having worked in this area for quite some time, naturally tend to perpetuate what they have known in their new programs. One of the major tasks of this project is to educate school personnel so they can in turn provide a better program for students in elementary and secondary grades. Clearly, our area coordinators are not to be excluded from this educational process, for many of them do need to have their frames of reference broadened in this area. One of the tasks during this three year period is to develop the in-service program which will accomplish this objective.

We have attempted to foster the use of a variety of methods of teaching in our in-service programs. We seek a reasonable blend of expository and inquiry teaching models. Expository techniques are necessary to convey basic information; inquiry techniques are useful for conveying information and for providing a framework for analyzing or formulating solutions for practical problems. For the purposes of this program, inquiry techniques are defined broadly to include Socratic method, case studies, role-playing, simulation games, policy-making discussions, etc. Expository methods include lectures, observations of panel discussions, reference work, etc. Particularly,

well-planned field trips, which necessarily include introductory information for students before the field trip, as well as a discussion of the field trip after it has been completed, are valuable educational experiences. Field trips that have been successful have included ride-along programs with law enforcement officers, visits to juvenile facilities, jails, courthouses, and specifically, specially prepared mock trials.

2. Means of evaluation of procedures and results

   a. Periodic interactions, reviews- and criticisms of experimental programs by:

      1) Participants in the programs;
      2) Area coordinators and their staffs;
      3) Members of Local Advisory Panels;
      4) Members of central staff visiting programs;
      5) School Administrators;
      6) Members of the community.

   b. Survey questionnaires filled out by members of the following groups:

      1) Executive Committee
      2) Local Advisory Panels
      3) Area Coordinators and staffs
      4) Participants in courses

   c. Interviews of representatives of above groups (to be conducted during latter part of June and July.)

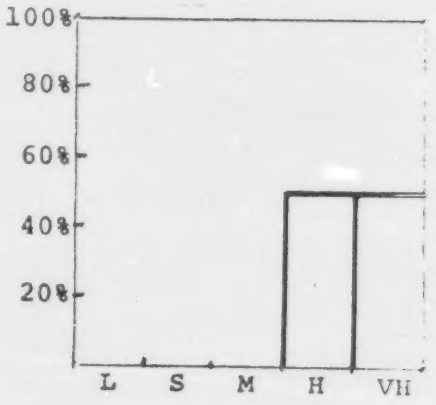
   d. Miscellaneous

3. Evaluation Results

a. Results of Survey Questionnaires

1) Executive and Steering Committee perceptions of the quality of the development and implementation of in-service courses for school personnel.

a) Progress in the development of in-service programs.



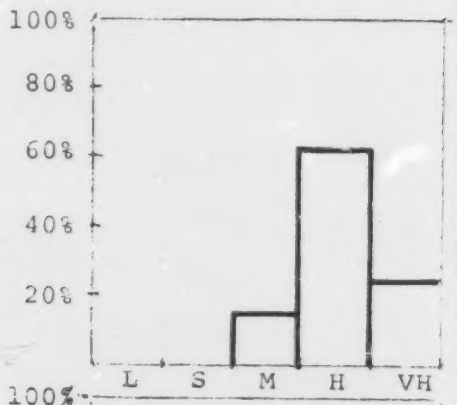
Comments:

Very pleased; teachers willing to give their own time; we need to continue to expand the program to teachers./ Excellent, so far./Yes./Very good./Although I have received the materials and heard the reports, it is difficult to rate this without actual attendance; however, the materials supplied seem very good.

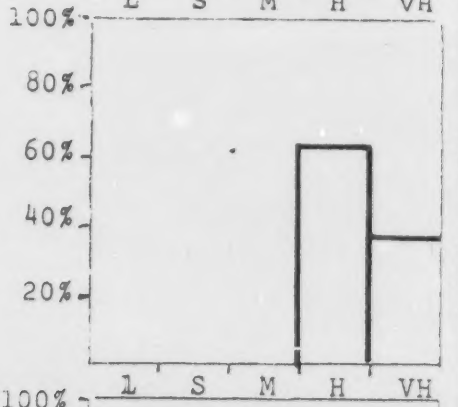
2) Area Coordinators perceptions and evaluation of the in-service programs for teachers.

a) General observations of the Area Coordinators.

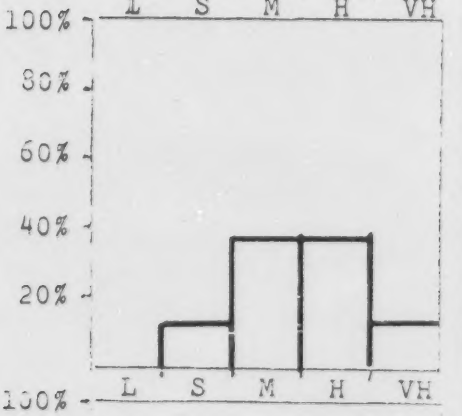
(1) Adequacy of attendance at in-service course meetings.



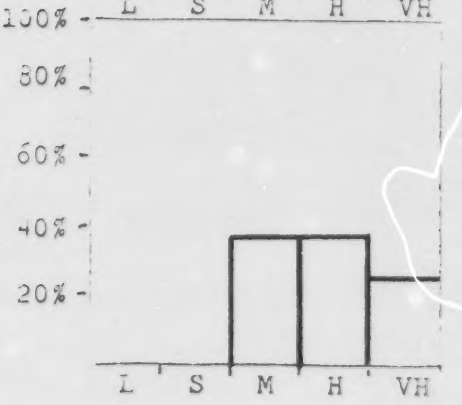
(2) Active participation of participants in instructional sessions of in-service courses.



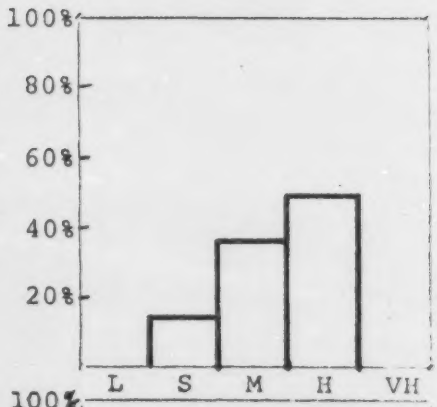
(3) Meeting of lesson plan development requirement



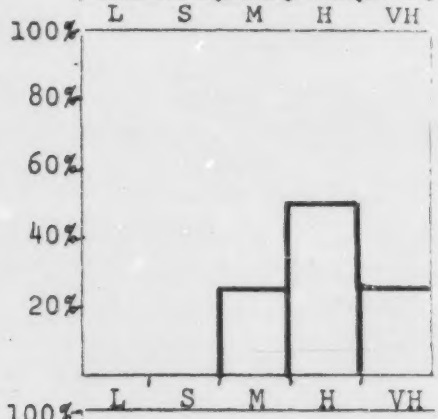
(4) Quality of lesson plans developed.



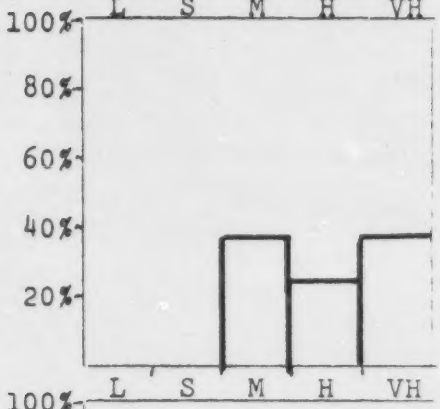
(5) Frequency of trial use of lesson plans in participants elementary and secondary classrooms (including new methods & materials)



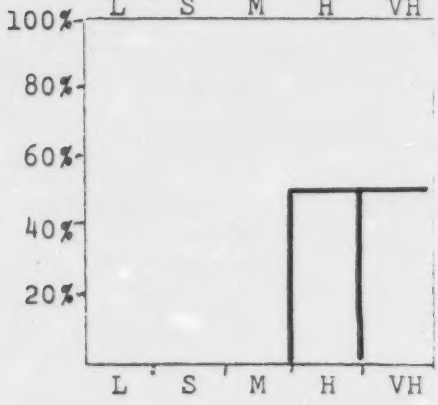
(6) Meeting time requirement of project tasks to fulfill matching fund requirement.



(7) Increased willingness to use new methods and materials presented in the in-service program.

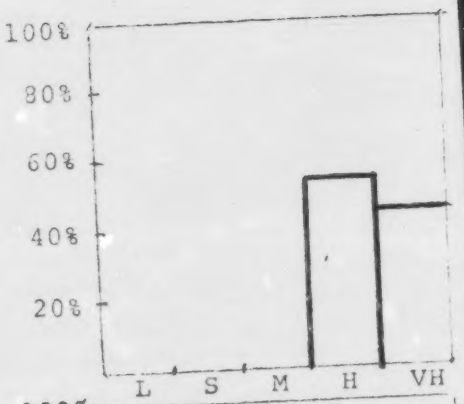


(8) Overall involvement and enthusiasm.

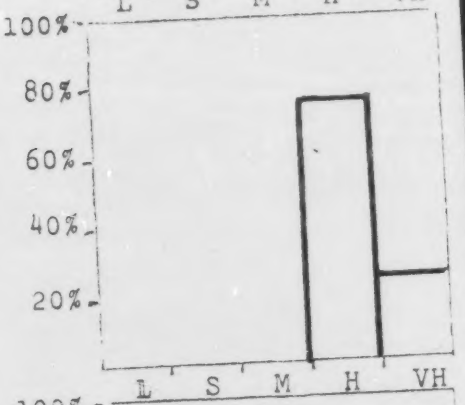


b) As a result of the in-service program, to what degree have teachers:

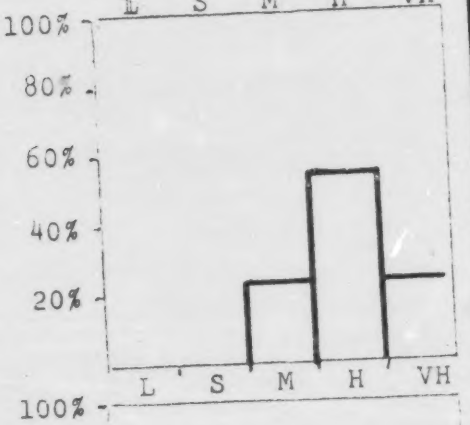
(1) increased understanding of the legal and political systems of our state and nation?



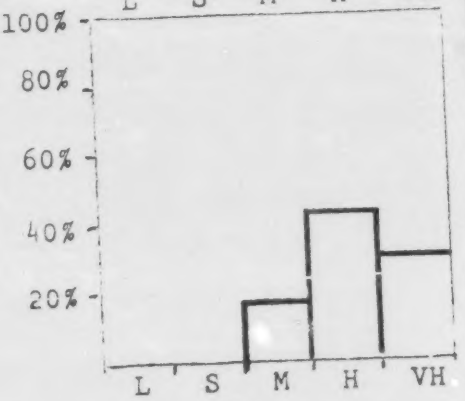
(2) increased ability to guide class discussion on important issues related to our legal and political systems?



(3) increased ability to conduct role-playing activities in the classroom such as mock trials, legislative hearings, juvenile hearings, arbitration hearings, etc.?

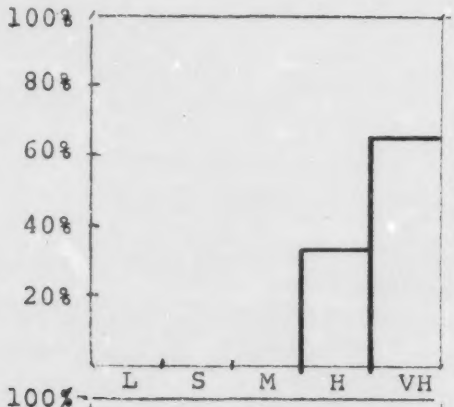


c) The Area Coordinator's estimation of the attainment of specific objectives was arrived at by averaging their ranked responses to 21 questions concerning specific objectives of the project. The overall ranking was 4.1 (with 1 being the lowest rank, 5 the highest rank).

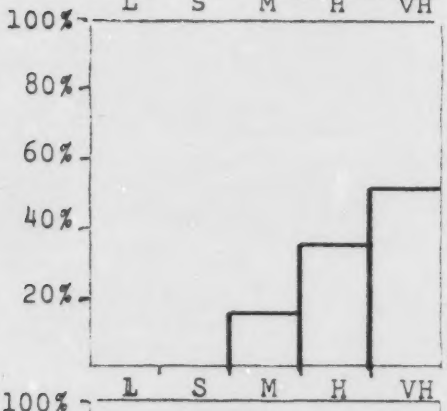


d) Area Coordinator's estimation of the increase in knowledge of the teachers in his area (ranked 1 to 5) on the following concepts:

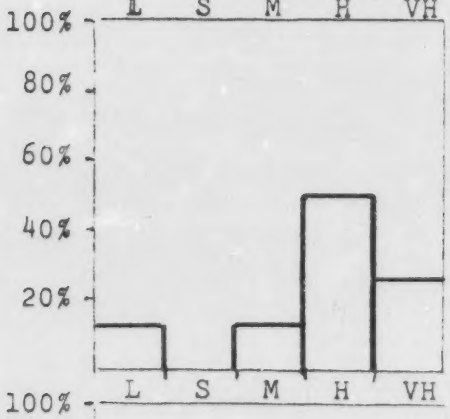
(1) Authority



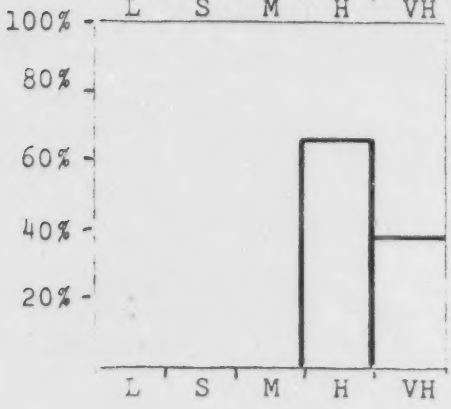
(2) Diversity



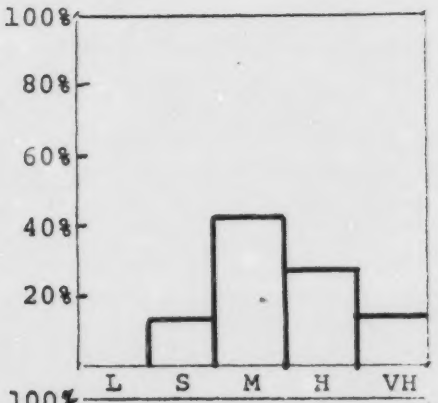
(3) Privacy



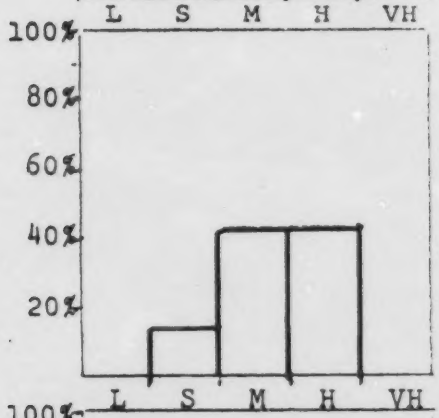
(4) Justice



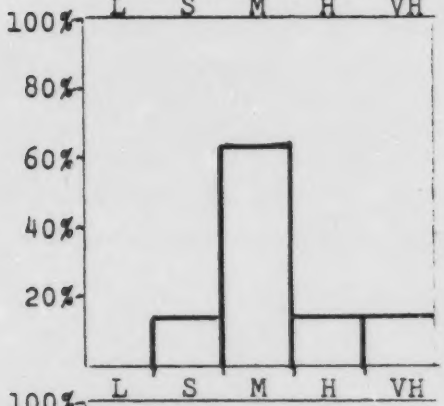
(5) Property



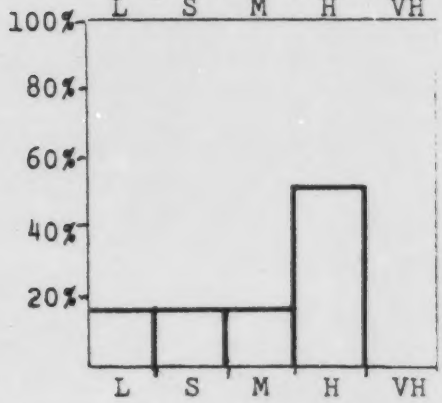
(6) Responsibility



(7) Freedom



(8) Participation

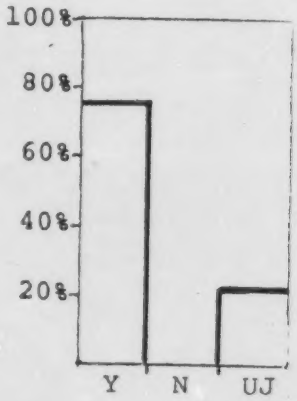


e) These responses are to an open-ended question requesting the Area Coordinators to cite the evidence they have for their notations on the various changes in knowledge and attitudes in the teachers and students they have come in contact with.

Comments:

I have seen these changes take place as recorded in personal journals./Conversations with teachers and observing classes./I have no specific documentation; my evaluations are based on impressions gained from the trends of teacher comments./Lesson plan analysis, and personal observation./1. teacher reaction; 2. observation of some students in classroom situations; 3. evaluation of administrators./ I visited classes in three of the elementary schools and three of the high schools in our area and observed changes and improvements myself; we have sent you documentation already ...also sent my summary of anecdotal records for teachers prepared for advisory use here./ My main evidence has come from brief conversations and when we asked the teachers to make some comments at the end of the last class./ Evaluation of first semester course and comments during workshop sessions indicate teachers feel more confident in discussing issues of law with students./Subjective feeling on my part that teachers have had an attitudinal change.

f) Beyond the classrooms in which the participants themselves teach, have the in-service programs affected the schools in any way?



Comments:

There is a broadening trend toward experimentation with new materials and teaching methods./There has been an impact on administration and the attention to this program./Some evidence of rules being reconsidered within the school./Yes -- enthusiasm for other teachers and community people to enroll in course./ Have stimulated an interest in the law -- teachers

inviting policemen and lawyers to class, taking court tours, and setting up more units on the law./Methodology applicable to many school areas./Building greater cohesion of the on-site staffs.

g) The Area Coordinators were here asked to make open-ended comments on the changes they would like to see made in future in-service courses.

Comments:

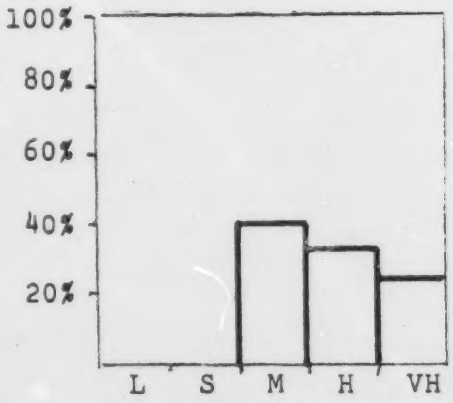
Shorter term -- separating elementary and secondary; cover concepts not covered this year./ Changes are too numerous -- we are always changing./More emphasis on the use of student materials related to law./Different types of courses -- information and technique types./ Add more on civil law and basic political science -- provide opportunity for those who complete basic course to continue in another area./More teacher-to-teacher association at the local level -- more class time for work sessions./Perhaps a separate set of materials should be developed for the primary grades.

3) Local Advisory Panel Members perception of In-Service Programs for teachers (Based on incomplete returns - a sample of 15 from a total of 124 members)

a) Perception of degree of successful programs in development of in-service courses for teachers, etc.

Comments:

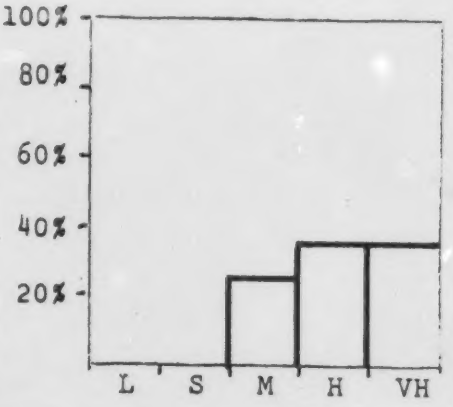
Teachers in Oakland project appeared to gain a great deal from program and actually used information in classrooms./Unable to question this because I am not a teacher working with the materials in the grade schools or high schools./I felt the seminar was extremely valuable; however, such training should be on-going./Attended the institute in Chicago last summer and felt that the program was highly innovative./Program needs to be expanded./No involvement with management and overall supervision sufficient to evaluate.



b) Estimation of overall quality of program in local area.

Comments:

More coverage, more visible implementation in schools, more publicity./Hasn't really gotten off the ground in Los Angeles./Best program I have ever been involved in.



c) Recommendations for improving program:

(1) Administrative:

Comments:

None./Expanded staff necessary.

(2) Curricular:

Comments:

More consumer law./Deal more specifically with the entire spectrum of the criminal justice system./None-except to tighten on management of class time./Refinement of subject matter./More emphasis on civil law problems.

(3) Evaluative:

Comments:

Sufficient at present./None./ I would like to see a child psychologist, school nurse or some knowledgeable member of the medical profession on the advisory panel.

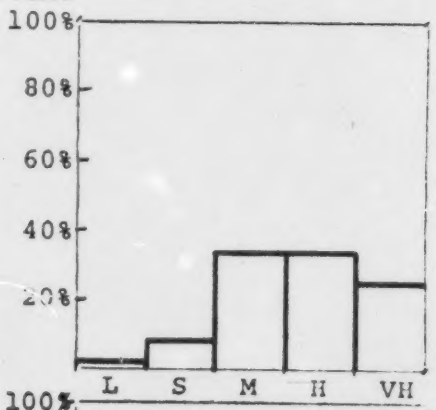
(4) Other

Comments:

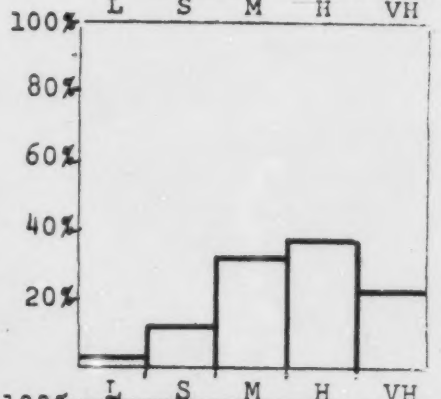
Better communications with staff and advisory groups./ You can improve only by continuing and expanding program./ This last session may have been too lengthy./Public relations selling job and involvement.

4) Perceptions of in-service courses by participants. (Based upon a sample of 454 from a population of 1200)

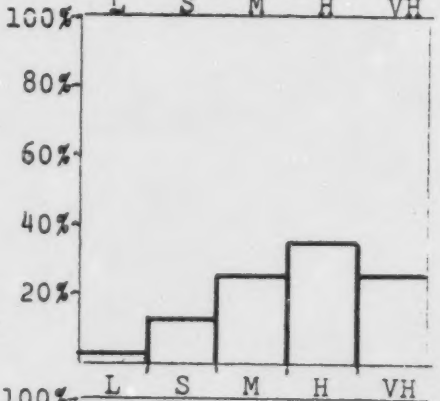
a) The degree to which participation has increased participants' understanding of the legal and political systems of our state and nation.



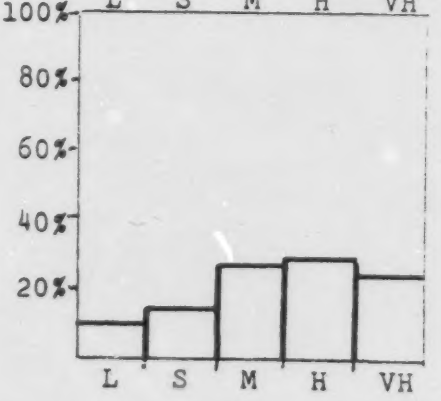
b) The degree to which participation has increased teachers' abilities to guide class discussions on important issues related to our legal and political systems.



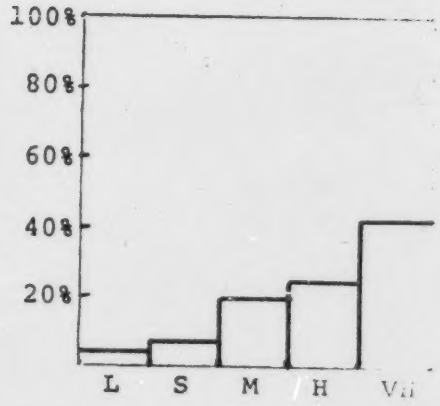
c) The degree to which participation has increased teachers' abilities to conduct role-playing activities in the classroom such as mock trials, legislative hearings, juvenile hearings, arbitration hearings, etc.



d) The degree to which the in-service programs provided participants assistance in attaining the specific objectives of the project (see I-C above).

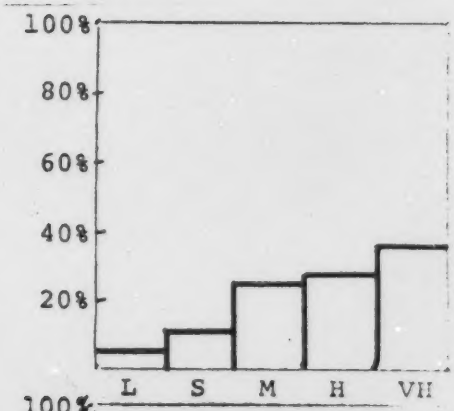


e) The degree to which the in-service courses increased participants' familiarity with educational materials.

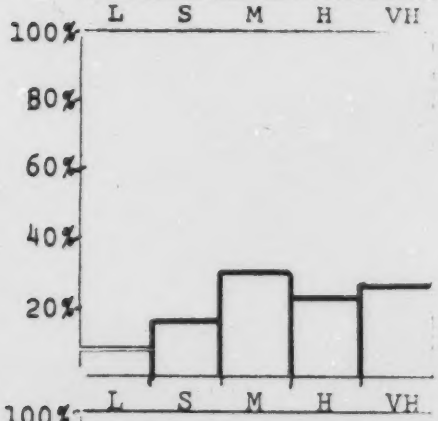


f) The degree to which the programs increased participants' knowledge of the following concepts.

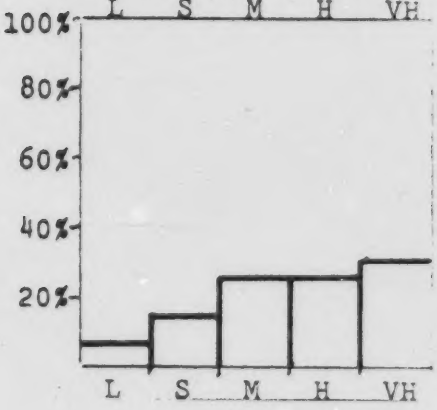
(1) Authority



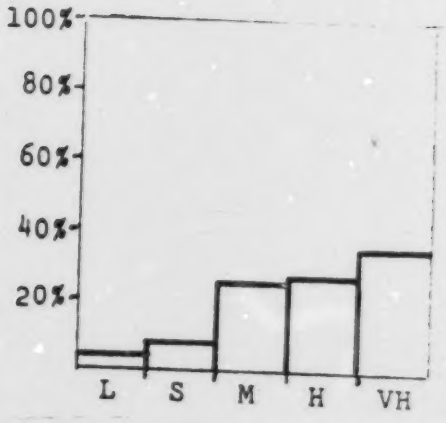
(2) Diversity



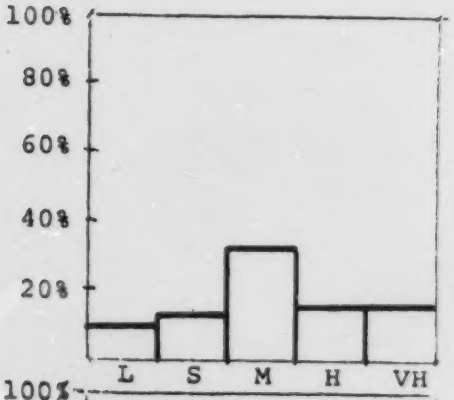
(3) Privacy



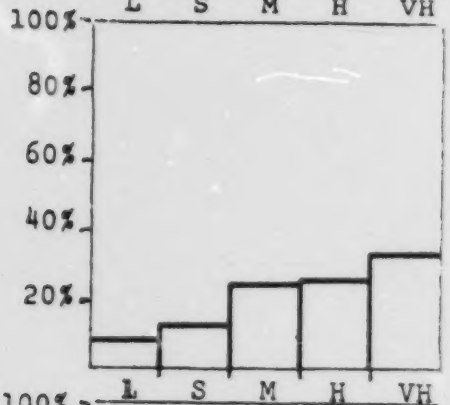
(4) Justice



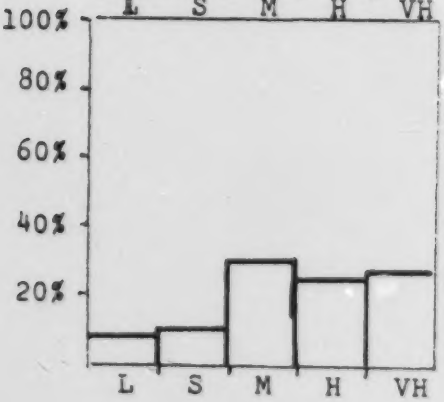
(5) Property



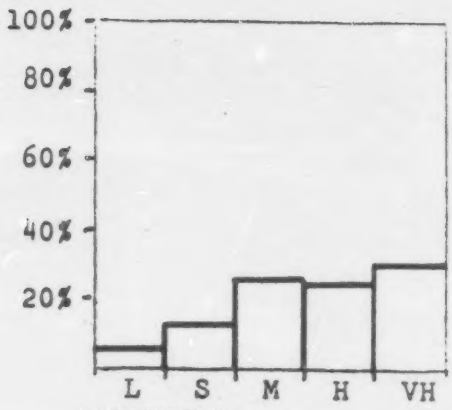
(6) Responsibility



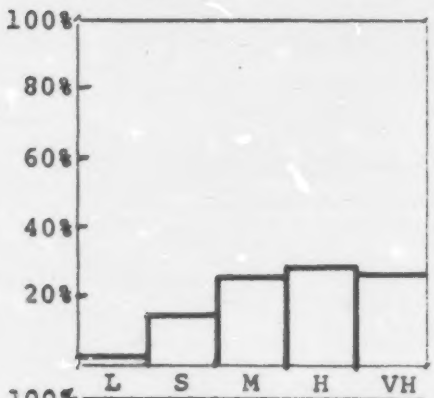
(7) Freedom



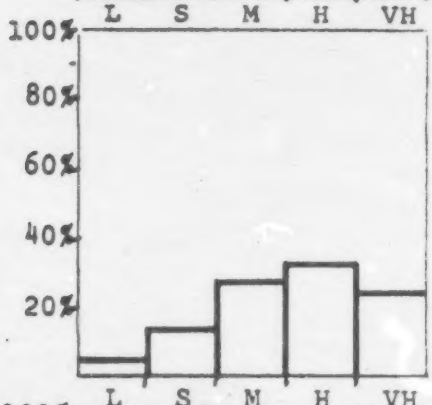
(8) Participation



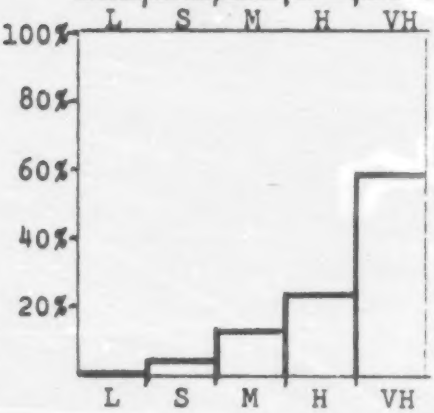
g) Usefullness of course content for participants teaching elementary and secondary classes.



h) Usefullness of methods for above.

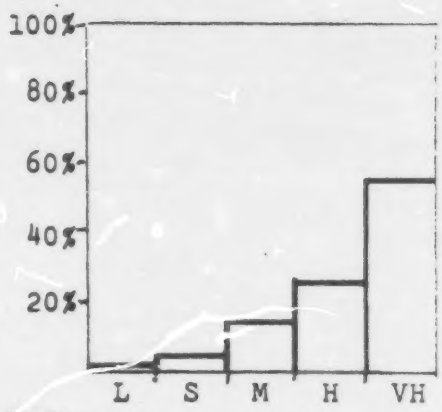


i) Usefullness of interaction with law enforcement officers, lawyers, judges, probation officers, etc. during class periods.

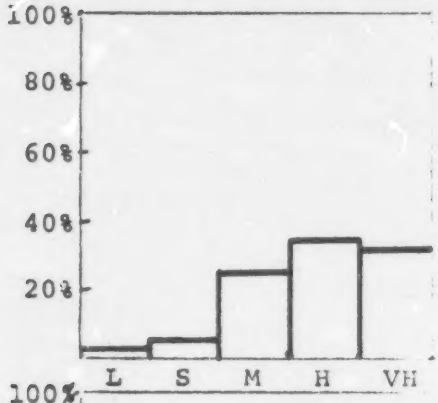


j) Degree to which the above interaction had a favorable effect upon participants attitudes towards:

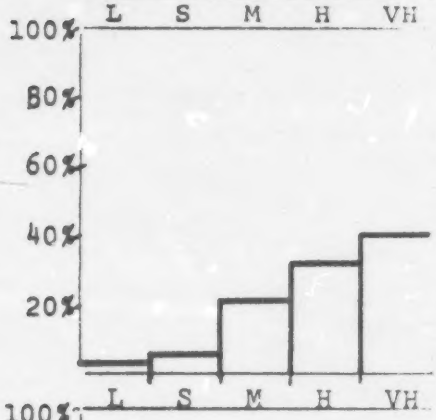
(1) law enforcement officers



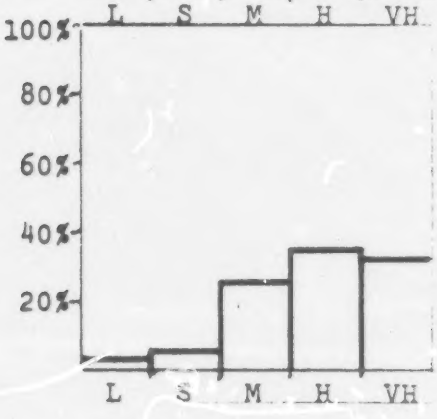
(2) lawyers in general



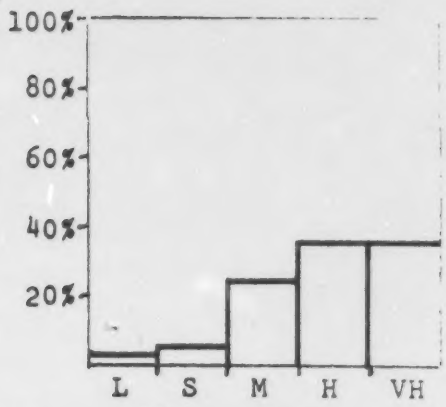
(3) judges



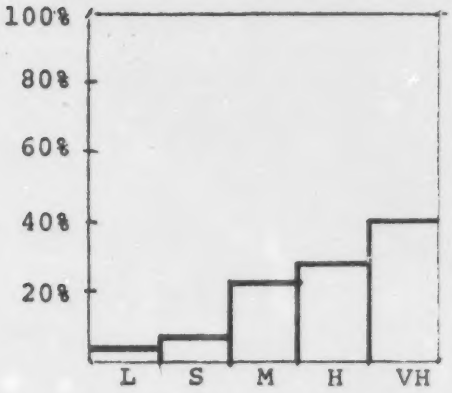
(4) district attorneys



(5) public defenders

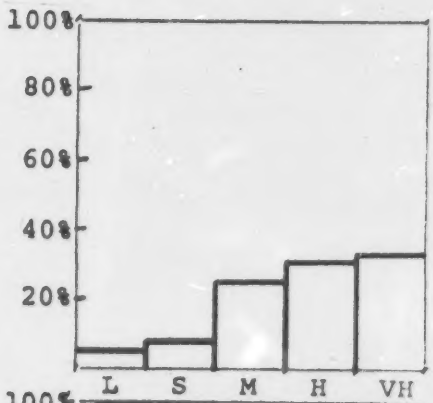


(6) probation officers

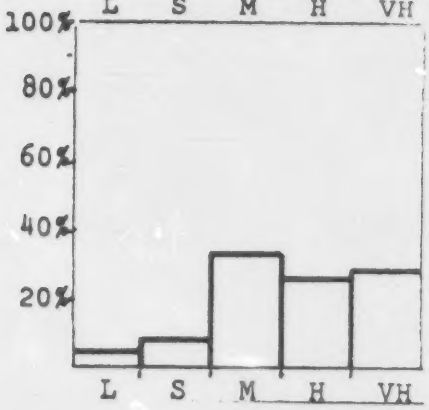


k) Usefullness of staff produced materials.

(1) <u>On Authority: A Casebook</u>

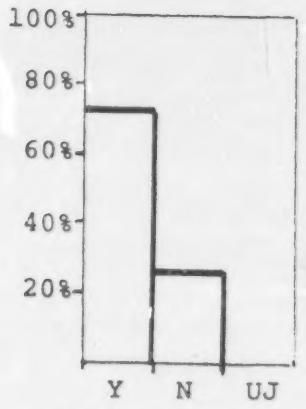


(2) <u>Guidelines for the Development of Lesson Plans on Authority</u>

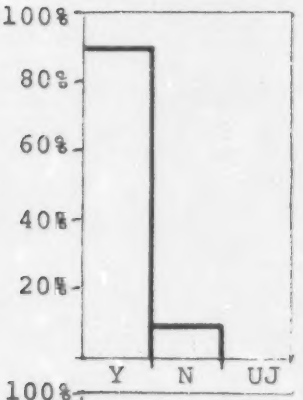


1) Usefullness of requirements of participation in in-service program (Items 59-63).

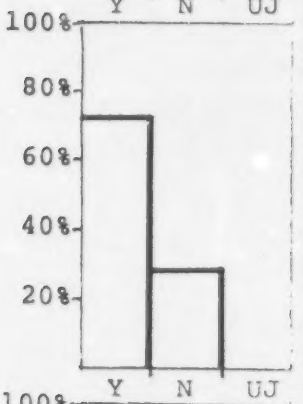
(1) Lesson plan development



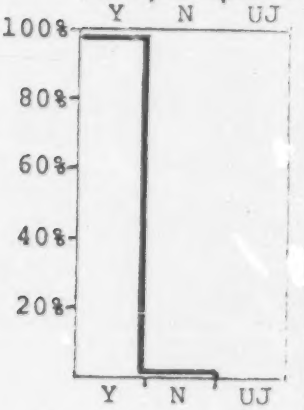
(2) Trial Use of Lesson Plans



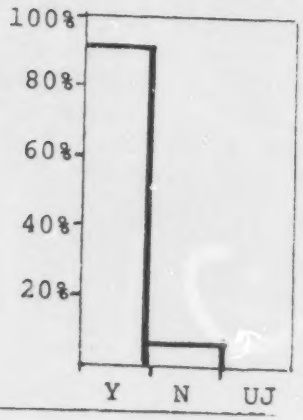
(3) Contribution of 60 hours to one or more of tasks of project



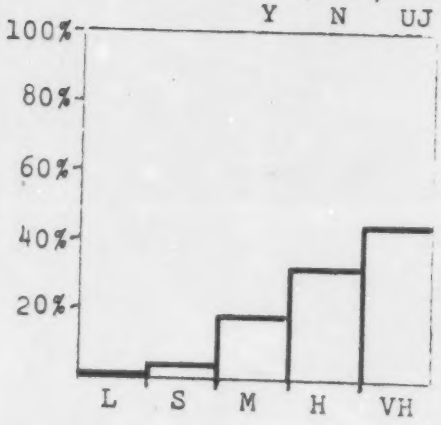
(4) Attendance at In-service classes



(5) Amount of class time required

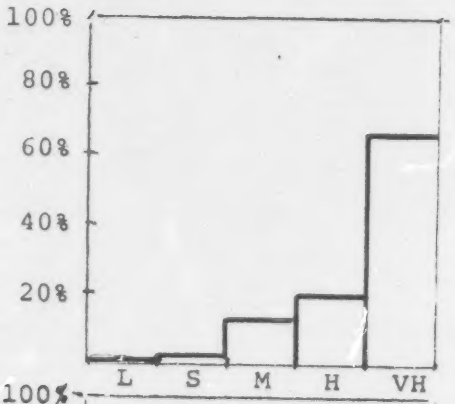


m) Estimation of the importance of the subject with which the project deals.

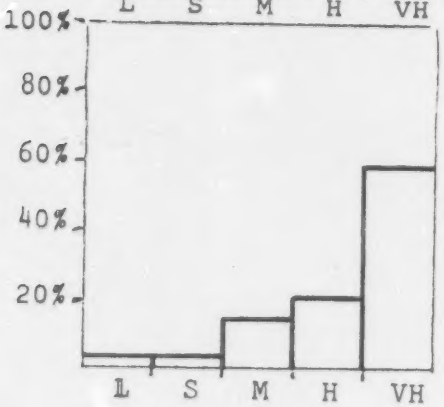


n) The degree to which participants would recommend participation in these in-service programs to others.

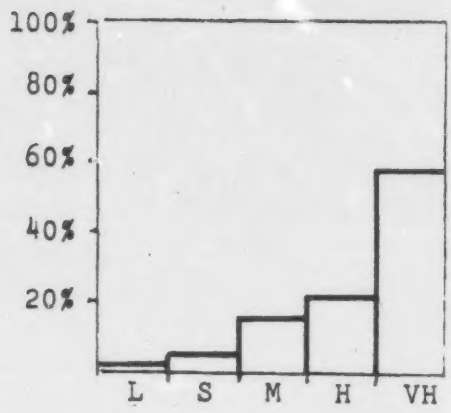
(1) other teachers



(2) other administrators



(3) community members



b. Miscellaneous Evaluation Materials

1) Staff report on observations of in-service programs

To: Charles N. Quigley

From: Richard Clarke

Subject: Summary of Personal Observations and Evaluations of Local In-Service Programs and Classroom Instruction.

During the past year I have visited for from one to four days each of the areas participating in our project. During these visits I (1) observed local in-service programs, (2) consulted with the local coordinator, local teaching staff, and local advisory panel members about the quality of instruction of the program, (3) met with teachers involved in the in-service program and discussed with them their impressions of the course and its utility and the degree to which they have implemented methods and materials introduced in the in-service course in their classrooms, (4) observed classroom teachers and their handling of civic and legal issues in the classroom situation, and (5) conducted demonstration lessons for teachers reluctant to initiate the use of methods and materials we have found most helpful. In the following paragraphs I will summarize my conclusions concerning each of the above.

1) In several of the areas, I attended the in-service class for teachers and found that the quality of instruction varied, as one might expect. The evaluations by the teachers-participants in the in-service courses should offer a much more complete picture of the quality of the courses than do my observations, as I may have observed individual sessions which were either better or worse than the rest of the sessions in any given semester. The teacher-participants, on the whole, appeared much more interested and involved in these courses than in other kinds of in-service courses I have observed.

Most of the people involved seem to have had a good idea of the project's aims and philosophy. In general, I found the in-service courses to have actively involved law enforcement personnel and bar association members as well as professors from local colleges and universities.

Because much of the planning had been done prior to the publication of the casebooks, few of the courses centered around the casebooks being developed by the central staff for the in-service programs. The courses, however, appeared to be progressing well, with active support from law enforcement and the bar.

2) In each of the areas, I consulted with the local coordinator, the local staff, and, whenever possible, members of the local advisory panel. My questions focused on the adequacy of the job being done by the central staff in aiding their implementation of the local in-service courses and on the cooperation they had from members of local law enforcement agencies and bar associations and barristers' groups.

Regarding aid from the central staff, people were generally pleased with the amount of flexibility offered to them in conducting their own programs. They would have preferred to have had the casebooks prior to the beginning of the in-service classes but recognized the difficulty in publishing and compiling such a large volume of material. Members of the local teaching staff, even those who were unable to participate in our Santa Barbara Conference last year, seemed knowledgeable about the goals and philosophy of the project and quite competent to deal with the concepts and methodology they were to introduce through the course.

Some members of local advisory panels were initially critical of the efforts we are making but had altered their opinions as they became more aware of the goals of the program and participated in the planning and direction of it. I think this is one of the most beneficial results of the project -- that educators, members of the bar, and law enforcement representatives have on every panel begun working cooperatively. There is evidence that the cooperation initiated by participating in the project has spread into other areas apart from direct project activities.

3) Throughout the state I spoke with several hundred teachers enrolled in the in-service courses. All but a very few indicated they were implementing (into their classrooms) the methods and materials introduced to them through the project. In each instance, I tried to speak with the teacher both about his or her classroom activities and the in-service course. I asked each teacher whether he or she was doing things differently in the classroom as a result of the course and what effect the new direction and materials were having on the students. Almost without exception, the teachers said that they were paying much greater attention in their courses to areas which they had previously skimmed over and that their students both enjoyed the methods the teacher was employing and seemed to be much more interested in learning and more able to retain [over a much longer time period] wh[illegible] they had learned. I found this true of teachers from ki[illegible]rgarten through high school.

Many of the teachers who used the experimental materials purchased through the project found them to be quite helpful, although some teachers complained that the materials were not

available early enough in the year for them to include them into their course of study. This problem is solved for next year as each of the districts already has its materials. Teachers at the beginning of the course will be able to check out and use materials as early as they desire.

4) I observed approximately 75 teachers around the state implementing the methods and materials introduced through the project. These included role-playing, mock-trials, simulated legislative bodies, the use of films, Socratic questioning, etc. My impression is that those who are willing to try the new methods and materials did a very competent job with them. The real problem seems to be with those teachers who are reluctant to attempt unfamiliar activities with their students. Many of the reluctant ones, however, said they had been motivated to try at least one technique or set of materials by other teachers in the course who had reported success with their own students. That stimulus combined with the experience each teacher has of actually going through a role-playing situation or a mock-trial in the in-service course makes many feel comfortable enough about these activities to attempt them with their students. I feel that in future in-service courses small group work combining teachers of similar grade levels who have had experience at role-playing, Socratic questioning, inquiry techniques, etc. with some teachers who have not will greatly aid the more inexperienced teachers in feeling free to attempt unfamiliar activities with their students.

In one class in Orange County, I observed a kindergarten teacher turn a dispute on the playground into a lesson on rule-making, with the children participating in creating a fair rule for the use of playground equipment. (Incidentally, this sort of activity was reported by many of the teachers as being of real benefit; they now have a frame of reference for dealing with classroom situations as they arise that they did not have prior to the course. This is practical application in addition to the implementation of more structured and formal classroom lessons.)

5) In each of the areas, I offered to perform demonstration lessons for any teachers reluctant to try Socratic questioning, role-playing, etc. with their students. I did this a number of times and whenever possible tried to tie my lesson into the area of study the class was following. I obviously could not tell immediately what sort of an effect I had had upon the teachers, but reports given by the various coordinators, subsequently, indicated that the teachers had tried some of the methods as a result of seeing them done with their students. I feel that it would be beneficial next year either to increase the number of visits a staff member can make to the area or to enable, on the local level, an experienced teacher to go to the

various schools to do demonstration lessons within a teacher's classroom. This seems to be quite an effective way to translate the substance and methodology of the in-service course into actual classroom activity.

In general I feel very positive about what I have observed throughout the state. My concern was that materials and techniques being offered in the in-service courses were not being actually used in the classroom. I found this not to be the case. Teachers are using new methods; they are taking much greater care to deal honestly and intelligently with the concepts to which they have been introduced; and they are utilizing an additional frame of reference through which they can turn many classroom and school day-to-day situations into effective vehicles for imbuing the students with a respect for and a knowledge of the basic concepts underlying the legal and political institutions in our society.

D. Community Support

1. Objectives and procedures

a. Objectives:

The development of community support for the project through the involvement of such groups as local bar and barristers' associations, law enforcement agencies, and other relevant community groups.

b. Procedures: Community Support

The support of individuals and groups throughout the state forms an important part of our program. In particular, we have sought out this support in the eight areas in which the experimental in-service and curriculum programs are now being conducted. As noted in Part I, the major policy-making body of the project is an Executive Committee, composed of representatives of the State Bar of California, the Schools of Law of the University of California, the Department of Political Science at the University of California, Los Angeles, the Executive Director of the California Council for the Social Studies, and representatives from school systems and other groups. The support of this body has been essential in the establishment and progress of the program.

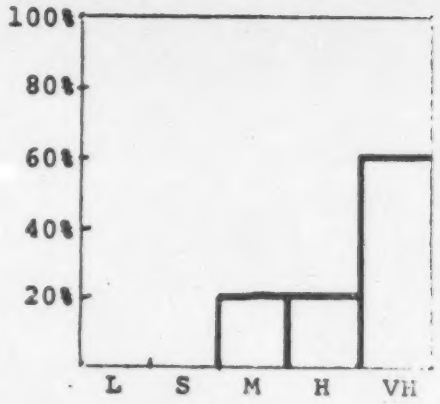
Advisory Panels of a similar nature have been established in each of the eight areas. These panels are typically composed of representatives of bar and barristers' associations, law enforcement agencies, and other interested community groups and individuals. As on the statewide level, the support of these groups in each area has been essential in establishing the programs in these areas, in bringing community resources to the assistance of local projects, and, through the debate that typically ensues, in improving the quality of the programs in these areas.

3. Evaluation Results

a. Results of Survey Questionnaires

1) Executive and Steering Committee perceptions of community involvement.

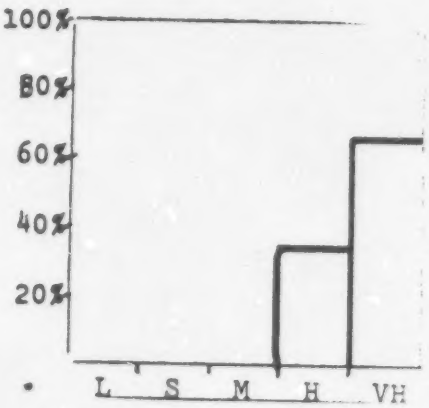
a) Progress in the development of community support.



Comments:

Vital & critical; So far, so good in Long Beach; We have good broad community support. Push this in all areas!/Some excellent, some good./Yes./Greater participation by local associations necessary./This is based primarily on second hand reports from areas other than my own, but I do have knowledge of local support./From what Jon Gallo said at the last Exec. meeting, it appears Bar support is excellent; It still might be useful at some point, perhaps, to send information circulars to large law firms.(My experience has been that a fair number of attorneys do not belong to Bar groups, or if they do, they don't find out about local programs); It might also be useful to get the help of professional organizations like Town Hall or the Beverly Hills Professional Men's Club.

b) Adequacy of involvement of educators, law enforcement officers, attorneys, judges, etc.



Comments:

Most adequate./Adequate for stage of development./Tpo early to tell on a large scale - exceptionally well in few areas./ Need greater law enforcement activity./I don't think there has been enough involvement as

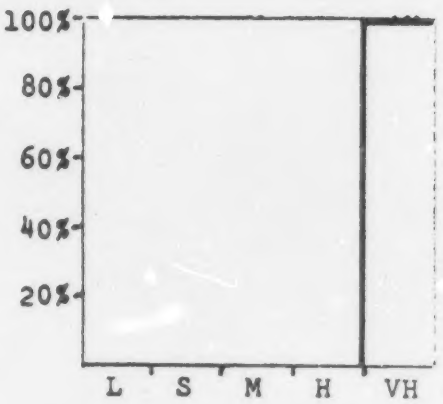
yet with the Bar & Barristers' Association./Too limited as to numbers; at this stage the bar is not sufficiently involved.

c) Has the public been adequately informed:

Comments:

No./No - needs much broader dissemination through mass-media communication./Premature./ No & should not yet./U.J. - probably don't want too great publicity until expansion phase./No - efforts to inform the general public will naturally increase as the program is expanded./No, but until the program was developed to a certain point this would have been advisable./No, but at this stage it is difficult to determine how much information should be given out; A matter of considerable concern for the next phases./Need more publicity to parents, large corporations, law firms, government Bulletin Boards, etc.

d) Degree to which sponsorship of the project by the State Bar and cooperation of local bar and barristers' associations enhances the public images of these groups.



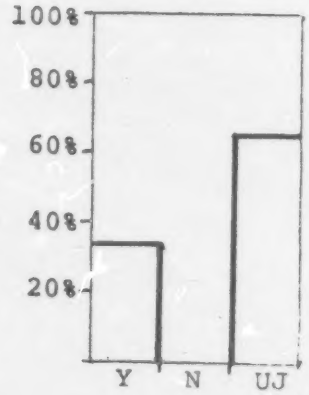
Comments:

A strong force to aid the project provided that they remain fully informed./Can't say./I believe it gives a new dimension to these groups in the eyes of the teaching profession & school administrators./Extremely important & beneficial to all occupations./100%./To the extent

the involvement is known, it provides an important and real image of concern for the future in a most important and all pervasive area. It also helps the image of such groups because it is the type of project in which young and old alike can be seen working in close cooperation.

2) Area Coordinators' estimation of the effect of the program on their communities.

a) Has the program affected the community?

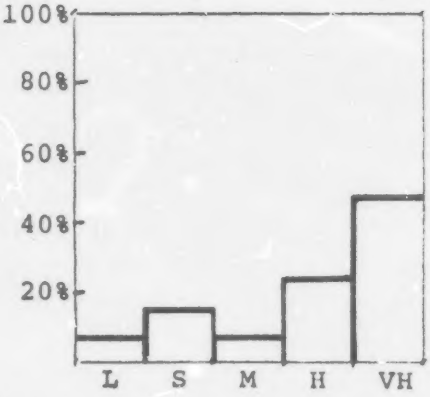


Comments:

There is much greater dialogue and association among the various segments of the local society./There is much enthusiasm amongst the community people to enroll in the course - also receive many unsolicited telephone calls for information and requests from service clubs to talk about the program./ Greater cooperation between educators, police, and the legal profession.

3) Local Advisory Panel members' perception of community support of project. (Based on incomplete returns - a sample of 15 from a total of 124 members.)

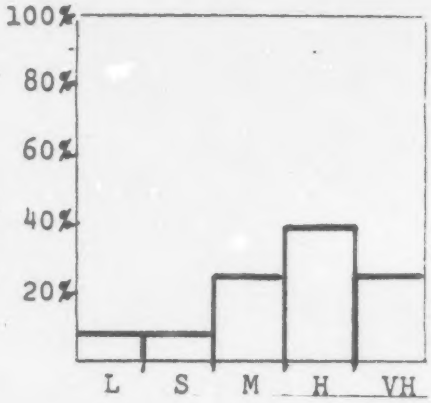
a) Perception of degree to which program is making successful progress in developing community support.



Comments:

Response of general community seems to be unknowing./Participation in Long Beach area increased greatly in 1972./ Our program received excellent support from community./Reports are good in Long Beach and Beverly Hills; Los Angeles School District has not been too receptive.

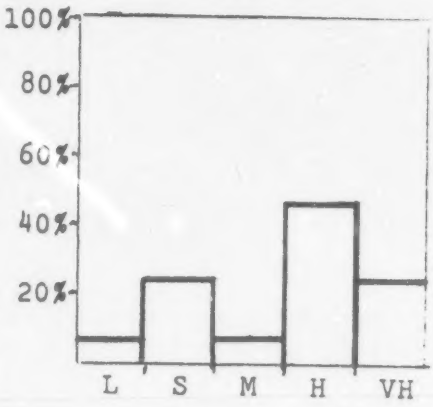
b) Perception of adequacy of interaction among community groups.



Comments:

I would like to see a child psychologist, school nurse or some knowledgeable member of the medical profession on the Advisory Panel./The interaction was in most cases more than adequate./Teachers may feel we are over-involved, but certainly we don't lack for qualified personnel./General awareness of the program among un-affiliated individuals seems nil.

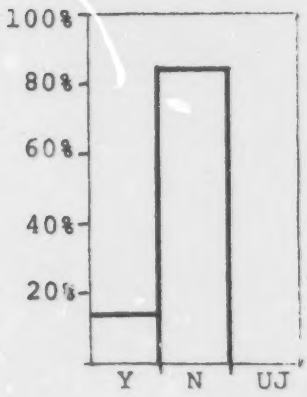
c) Perception of degree to which interaction of community groups has had positive effect.



Comments:

It has been an "eye opener" for all groups to interact with each other on this level./Good

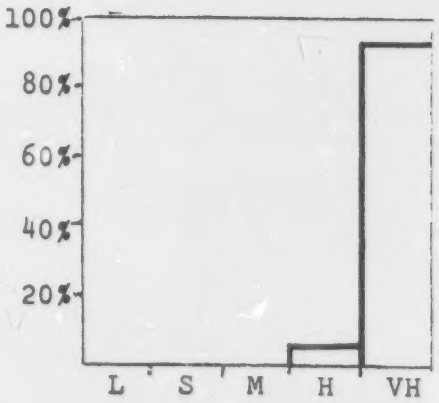
d) Perception of adequacy of efforts to inform public of program.



Comments:

No publicity./Schools, yes; general public, no./Need more "P.R." in this area but are handicapped by local newspaper's lack of interest.

e) Perception of degree to which state and local bar sponsorship and local community group cooperation is good for the public relations of these groups.



Comments:

Gives public exposure to what many of us have been doing undercover for years - the Bar does care contrary to popular opinion./The program needs the talent and money of the State Bar; stay with it./Education of the public is greatly needed.

E. Dissemination of Information About the Project to Groups Outside the Experimental Areas

It has not been the intent of the project staff to publicize the project widely nor to disseminate detailed information about our experimental program until the end of Phase II, when sufficient progress will have been made to enter into the formal dissemination and implementation phase (Phase III) of the project. However, we have received numerous inquiries and requests for information about the project. In addition to distributing a brochure and a few of the experimental materials to interested parties, the project staff has often, with the assistance of members of the Executive Committee, presented reports on the objectives, methods, materials, and progress of the project at a number of meetings of state and nationwide groups. Listed below are some of the more important meetings at which the project staff has disseminated information.

1. The Annual Convention of the National Council for the Social Studies, Denver, Colorado, November, 1971.

2. Pre-Convention Institute and Convention of the California Council for the Social Studies, Los Angeles, March, 1971.

3. The Dulles Conference of the Youth Education Committee of the Section on Criminal Law of the American Bar Association, Washington, D.C.

4. Pre-Convention Institute and the Institute of the California Council for the Social Studies, Fresno, March, 1972.

5. A panel at the Annual Conference of the Bar Presidents, Monterey, 1972.

6. A meeting of the American Bar Association's Special Committee on Youth Education and Citizenship at the mid-winter convention of the American Bar Association, New Orleans, 1972.

7. The Annual Convention of the State Bar of California, San Diego, 1971.

Part IV. Conclusions

Introduction:

The foregoing results of our surveys are based on incomplete samples, particularly in regard to returns from Local Advisory Panel members; they do, however, correspond to impressions and observations from other significant sources to provide a fair idea of some of the strengths and weaknesses of our program, which will be useful during these final months of this year's project and in planning next year's program. In the interests of improvement, the following conclusions will be addressed primarily to the weaknesses of our program this year as identified in the foregoing survey and by staff observations.

I. Administration

Improving the use of community resources

Several members of the Executive Committee, of Local Advisory Panels, and Area Coordinators have indicated the need to increase and improve the involvement of representatives of local bar and barristers' associations throughout the state. At the most recent Executive Committee meeting, the subject was discussed. It was noted that the problem has two aspects. First is the improvement of the involvement of local bar and barristers' associations in the areas in which pilot programs of the project are being conducted. This is an essential part of the program and is a responsibility of the area coordinators, with the assistance of the central staff and the cooperation of the State Bar. At the beginning of this project year, although there was particularly active involvement of local bar and barristers' associations in most of the eight experimental areas, cooperation was slow to develop in some. However, by the end of the project year the active and productive involvement of bar and barristers' associations in all but one of the project areas has been accomplished. Improvement of this involvement will be a concern of the central staff and area coordinators during the summer and the next project year. The second problem involves the need to encourage local bar and barristers' associations outside the experimental areas of our project to become involved with educational programs in thier areas and to become aware of and be able to use the resources of the Law in a Free Society project. It was noted at the Executive Committee meeting that this activity would involve the expenditure of administrative resources of

our central staff which would reduce our ability to accomplish the more central objectives of Phase II of the project. Therefore, it was suggested that a sub-committee of the Executive Committee of the project explore the possibility of using other resources available to the State Bar to coordinate such activities in cooperation with the project. Action on this matter is pending.

Improvement in communication, supervision, and assistance in local planning

The complex and extensive nature of this project as well as the fact that it is in the first year of implementation has led to several administrative shortcomings noted particularly by local area coordinators who, because of their positions, are most familiar with them. Although most area coordinators rated the quality of central staff administration as high, several problems were identified. First among these was the need for more visits by members of the central staff to the areas to assist in supervising local programs, in planning in-service courses, in enlisting the support of bar and barristers' associations, and in meeting with Local Advisory Panels. This criticism is quite valid. Due primarily to the demands of producing a large amount of curriculum materials to be used in local programs placed upon the central staff, members of the group have spent most of their time working in the central offices and have not made enough visits to the areas. Area Coordinators have suggested that at least one member of the central staff devote most of his time to providing the assistance outlined above to each area. An increase in the central staff will enable us to improve this assistance during the next project year.

Another problem noted by the area coordinators was the need to clarify the goals of the project to all participants and to increase communication between area coordinators and the central staff. Although the goals of the project have been communicated to the area coordinators and Local Advisory Panels in a number of publications and meetings, these comments do point to the need for continual communication in this regard. We anticipate the assignment of a full-time staff member to visiting local areas to meet this need. In addition, the recently revised policy manual being distributed to area coordinators should also improve the clarification of the objectives and the requirements of the project.

Another, quite valid criticism of area coordinators is that the central staff was slow in producing and delivering the casebooks, guidelines for lesson plans and other curriculum materials which were to be used in the in-service

courses. This has been a matter of primary concern to the central staff which has the rather large burden of producing the materials listed in Part II (Pages 9 - 11) above for use in the experimental programs during the next academic year. This summer, additional academic staff has been added to speed up the production of these materials so they will all be available for the programs next year. We have been fortunate in being able to identify a number of teachers in the participating areas who are skilled in the development of curriculum materials and who are working on a part-time basis this summer to assist us in meeting our deadlines.

Functions of Local Advisory Panels

In general, Area Coordinators and local staffs are very positive about the advantages of Local Advisory Panels. In particular, they note Local Advisory Panels are extremely helpful in procuring resources from the community for assisting the in-service courses, and in helping to shape the content of the courses. They point out, however, that local advisory panels have not been particularly helpful in informing their communities about the program or in managing conflicts between the school and the community in regard to the program. The latter is probably due to the fact that few if any conflicts have arisen regarding the program since it is generally quite favorably regarded by all who participate or who have learned about it. The first point, the lack of public information, will be discussed below.

Public Information

Members of the Executive Committee and Local Advisory Panels, in particular, have remarked that very little has been done to inform the general public about the program and that often, in fact, few, if any, people outside the project are aware of its existence in the communities in which it is being conducted. This fact has been discussed a number of times among the central staff and at Executive Committee meetings. The policy that has prevailed is to proceed cautiously in this regard and to maintain a relatively "low profile" during this developmental stage of the project until it is at a point where more widespread implementation of the program is justified. As the program is designed, most of the activities during Phase II are to be confined to development of an effective program to be implemented widely throughout the state during Phase III. Thus, Phase III is the time during which considerable effort will be expended on informing the public of the program and in eliciting its support.

II. Curriculum Development

Overall Impressions

The procedures for curriculum development and the publications being produced are described on pages 33-35 and 9-11 of this report. Briefly, the procedures include the staff development of curriculum materials, their trial use in participating school systems, evaluation by participants, and staff revision and publication for further experimental use next year. The overall impression of these procedures was high, however, a number of specific comments or criticisms were made which are worth examining.

Scheduling the Production and Trial Use of Curriculum Materials

A look at the list of publications being developed during this year of the project (pages 9-11) should impress the reader with the amount of work undertaken, some of which was unanticipated but discovered to be necessary during the trial programs of the early fall and spring. One of the primary complaints of area coordinators and a matter of continual concern to the staff was the lack of availability of many of these materials for trial use this year. In fact, most of the materials are still in the process of being produced -- we anticipate completion by the end of this summer -- and have been reviewed solely by the members of the Executive Committee and some Local Advisory Panels and consultants. It should be noted, therefore, that the Area Coordinators' and Participants' perceptions of the curriculum products of the project are limited solely to those distributed for experimental use this year. They are, the casebook on Authority, the Excerpt Casebook, the handbook containing Guidelines for Development of Lesson Plans on Authority, and the first two volumes of the Justice casebook (distributed to area coordinators but not participants).

Evaluation of the Authority Casebook

The Authority Casebook, the first publication of the project, was rated high to very high by members of the Executive Committee, participants, and members of the Local Advisory Panels. It is interesting to note that the Area Coordinators rated the casebook as of moderate quality, stating that the selections were too long and that the text was too difficult for elementary and intermediate teachers while suitable primarily for secondary teachers. However, this does not correlate with the opinions of the teacher-participants who rated the casebook higher than

did the area coordinators, with no significant difference in the evaluations among teachers of elementary, intermediate or secondary levels. The staff, however, tends to agree somewhat with the area coordinators and is revising the casebook accordingly, adding sections dealing with authority in the school environment, shortening a number of the selections, and reorganizing it to correspond to the conceptual framework of the Guidelines for Development of Lesson Plans on Authority.

Comments by members of the Los Angeles Advisory Panel and, especially, by representatives of the District Attorney's office and Los Angeles City Police Department indicated the need for a shift of emphasis in the selections contained in the casebook. They noted, quite correctly, that too many of the cases emphasized the misuse or abuse of authority in undemocratic situations and that not enough attention was paid to cases involving legitimate exercise of authority. These criticisms are being taken into account in the present revision of the text.

The procedures used in the evaluation of the draft of the Authority casebook, namely, widespread distribution to people of varied backgrounds and expertise, has proven to be extremely useful, enabling the staff to improve the quality of the casebook and subsequent materials being developed.

Evaluation of the Guidelines for the Development of Lesson Plans on Authority

This rather "technical" publication has received high ratings by those for whom it was prepared and few revisions are contemplated at this time. It is, essentially, a set of guidelines to be used by the staff and teacher participants in the program in developing lesson plans for teaching authority from grades K-12. As such, it has been successful; the quality of the lesson plans which have been developed by participants upon using it as a guide has been quite satisfactory.

Evaluation of the Justice Casebooks: Part I and II

The Justice casebooks have been given a higher rating across the board than the Authority casebook. This improvement reflects increased knowledge and skill on the part of our curriculum writers due, partially, to their experience with the development, trial use, and evaluations of the authority materials.

Evaluation of the Guidelines for the Development of Lesson Plans on Justice

This publication has been rated more highly across the board than the corresponding guidelines for the development of lesson plans on Authority. Again, this reflects the increased knowledge and skill of the staff curriculum writers due to their experiences developing and evaluating the Authority materials. These materials have proven to be successful guidelines for the development of lesson plans by teachers participating in our in-service programs.

Usefulness of requirements for teacher participation in curriculum development

Two of the requirements of teachers participating in the in-service programs of the project are (1) the development of lesson plans according to the guidelines prepared by the staff and (2) their trial use in elementary and secondary classrooms. The lesson plans developed are screened by area coordinators and sent to the central staff for editing and reproduction for use on a wide scale during the next project year. Area coordinators, local administrators, and teachers participating in the program all found these requirements as highly useful. In addition, the staff has discovered that approximately 25% of the lesson plans prepared are of very high quality and will be useful for the programs next year.

An interesting sidelight is that the submission of lesson plans from the areas also allows the central staff to determine the degree to which teachers in the different areas are learning the subject matter and teaching methods which are supposed to be conveyed to them through their in-service courses. Investigation of the reasons for the high quality of lesson plans from some areas and relatively low quality from others should assist us in improving the course content and methods of the in-service courses next year in areas in which the quality of lesson plans has been low.

III. In-service Programs

Overall Impressions

Executive and Steering Committee members perceptions of the inservice programs were based primarily upon reviews of the curriculum materials prepared for them, staff reports, and occasional observations first-hand. They tended to rate the programs as high and very high. Area coordinators,

responsible for the administration of the in-service programs in each area, were quite positive in their comments about the overall quality of their programs. Attendance at the courses was good; there was a high degree of participation on the part of those attending; participants met the lesson plan requirements, and the quality of their lesson plan development was good. Area Coordinators noted that as a result of the courses, teachers increased in their willingness to use new methods and materials presented in the in-service program and that their overall involvement and enthusiasm was high.

In regard to several of the general objectives of the project, area coordinators noted that participants increase in understanding of the legal systems of our state and nation was high, there was a significant increase in the teacher's ability to guide classroom discussion on important issues related to our legal and political systems, and teacher's abilities to conduct role-playing activities in the classroom, such as mock trials, legislative hearings, juvenile hearings, was increased.

Area Coordinators also noted that the increase in teacher's achievement of the more specific objectives of the project was high (see page 51).

In regard to the eight concepts forming the organizing core of the substantive part of the program, a higher increase was noted in regard to the concepts on authority and justice than the other concepts. This is undoubtedly due to the fact that the curriculum materials developed by the staff on these concepts were made available to the in-service programs this year, while only scanty materials were made available on the other concepts.

Impact on the School Environment

One of the objectives of the project is to improve the exercise of legitimate authority and the "rule of law" within the school environment. Observations of previous programs have indicated that this objective can be fostered by increasing the sophistication of teachers and administrators in these subjects through in-service training and requiring them to increase the meaningful discussion in elementary and secondary classrooms of our legal and political systems. There is some tentative evidence that this trend is developing. Some 75% of the area coordinators note an increase in the interest in the law in schools in which participants from in-service training are teaching; there is evidence of the rules within the school being reconsidered, and increased enthusiasm for the subject and the methods extending to

teachers not participating in the program. Though it is too early in Phase II of the project to expect anything other than minimal changes in this regard, we do anticipate more significant changes during the second and third year of this phase of the project.

Content of In-Service Courses

A number of members of the Executive Committee and Local Advisory Panels have suggested that more emphasis be placed upon consumer law, the entire criminal justice system, and such areas of law as torts, contracts, and property law. Though most of these subjects were dealt with, some at great length, in various in-service programs in the eight areas this year, there is need for improvement in this regard. These aspects of law are incorporated in the curriculum being developed by the central staff which is to be provided to areas next year. Therefore, coverage will be achieved. However, the approach to curriculum content will still be focused upon the more fundamental and pervasive concepts and principles underlying this year's program.

Participants Attainment of General and Specific Objectives In the In-Service Courses

We have noted above that the **Area** Coordinators tended to feel that the participants in courses increased in their attainment of the objectives of the project from a moderate to a very high degree. The participants tended to agree. They rated their improvement on all items on subject matter and methods objectives as moderate to very high.

Attitudinal Changes

Some of the most interesting results were in the attitudinal area. The in-service courses involved a fairly high degree of interaction between teachers and other school personnel with law enforcement officers, lawyers, judges, probation officers,and so forth. When asked what the effects of this interaction were upon their attitudes towards these various participants in our justice system, the vast majority of the teachers indicated that the effects had been highly and/or very highly favorable. Individual comments indicate that the familiarity brought about by this interaction has bred understanding and respect. This is particularly significant, for a growing body of research

has indicated that the attitudes of teachers and school administrators toward law, law enforcement, and problems of our legal and political systems are very often conveyed to students more forcefully than through the normal curriculum which they might teach. Therefore, the effects of these changes in attitudes upon the students are quite likely to be favorable.

Usefulness of the Requirements of the In-Service Programs

Requirements of the participants in the in-service programs (lesson plan development, trial use of lesson plans, contribution of 60 hours of time to the tasks of the project, attendanct at in-service courses, and amount of class time required) were rated as useful by from 75-98% of those responding. Specific comments on the 454 questionnaires returned have not been analyzed; however, a preliminary scanning of these comments yields quite positive results.

The last question asked on the questionnaire was whether or not participants would recommend enrollment in this program to other teachers, school administrators, and members of the community. From 90-96% recommend participation from a moderate to a very high degree, with the majority in the very high category. In addition, comments of the questionnaires as well as reports of area coordinators indicated that a very large number of the teachers woluld like to continue in the program for the next two years. Plans are being made to allow for the continued enrollment of teachers from this year's program in the next two years' program in order to build up a body of teachers with expertise and to identify those who are particularly skilled at either curriculum development or in-service programs to assist in achieving the tasks of the project.

IV. Community Support

Overall Impressions

Community support in the form of the assistance of the state and local bar and barristers' associations to the central staff of the project and to the programs in the eight areas in which the project is being conducted has been extremely high. In addition, in most of the eight areas support through the cooperation of local police departments or sheriff departments has been quite high. Support of a widespread nature within the communities of the eight areas and on a state level has not been developed, nor has it been sought during this developmental stage of the project. There is some disagreement among Executive Committee members and among Local Advisory Panel members

as to the need for the development of this latter form of support. In general, due to the low amount of public relations that has been conducted regarding the project, the majority of people within the eight areas of the state in which experimental programs are being conducted and throughout the state itself are not aware of the program. Although, as mentioned above, there is some disagreement on the desirability of the development of more widespread support and publicity, the majority of members of the Executive Committee and of Local Advisory Panels agree that at this time attention should be paid to the primary objectives of the second phase of the project (the development of the curriculum and of the in-service programs) and that widespread community support and publicity should be an objective of the third phase of the project as previously planned.

Involvement of Bar and Barristers' Associations

As pointed out in the section above on administration, even though there is considerable involvement of bar and barristers' associations in the project, these resources have hardly been tapped. Enthusiastic response of members of bar and barristers' associations from throughout the state (and, indeed, from other states) indicated the need for an earlier and more comprehensive involvement of these groups than had been planned. Therefore, the Executive Committee has appointed a sub-committee to look into this situation and to make recommendations on accomodating the interests and involvement of bar and barristers' associations from throughout the state.

Impact of the Program on the Public Images of Bar and Barristers' Associations

All respondants have indicated they feel that the existence of this project sponsored by the state bar with the assistance of local bar and barristers' associations greatly enhances the public image of these groups. Respondants seem to feel that this is an area in which the bar has been working for some years, that the efforts of the past need to be coordinated, that the education of the public is a matter of primary concern, and that the bar does have a significant role to play in this field.

Finally, the tentative results of the survey cited above along with other components of this year's evaluation program have been invaluable to the staff in conducting the project this year and in planning for next year. It has been most valuable to be able to collect the impressions, perceptions, and observations of people from a wide variety